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ABSTRACT

This project was designed to aid trainers and educators in the field of aging in the identification of useful current training resources. Project goals include: (1) developing and refining a review format for evaluating training resources in aging: (2) selecting "high demand" training resources for evaluation: (3) training specialists in the field of aging to use the review format in evaluating the high-demand materials: and (4) disseminating the reviews to those concerned with training in aging. Resource topics include curriculum design, information resources, how-to resources and training manuals. (Author/BMW)

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ANALYSIS AND SELECTION OF TRAINING RESOURCES IN AGING

VOLUME ONE
Numbers One and Two

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Durham, North Carolina

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ANALYSIS AND SELECTION OF TRAINING RESOURCES IN AGING

VOLUME ONE

Number One

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INTRODUCTION

THE DEVELOPMENT OF ASTRA

The KWIC Training Resources in Aging Project was designed to aid trainers and educators in the field of aging in the identification of useful current training resources in aging. A primary objective of the KWIC Project is to develop and implement strategies for evaluating the numerous training resources being developed. The ASTRA (*A*nalysis and *S*election of *T*raining *R*esources in *A*ging) Project was developed by Carol Van Steenberg and Robin Karasik (KWIC Project directors) in the spring of 1976 in order to meet this objective. The proposed goals of the ASTRA Project include:

1) Developing and refining a review format for evaluating training resources in aging
2) Selecting "high demand" training resources for evaluation
3) Training specialists in the field of aging to use the review format to evaluate the high demand materials
4) Disseminating the reviews to those concerned with training in aging.

The ASTRA Project subcontracted with the EPIE Institute (*E*ducational *P*roducts *I*nformation *E*xchange) of New York to assist in the development of a format for reviewing the training resources. The joint efforts of EPIE and ASTRA resulted in a 15 page review form intended to gather evaluative information on the resource under review. This review form was divided into three major sections, each gathering information on a different aspect of the resource. These sections covered the areas of information and background, instructional design constructs, and other considerations and comments. This review format was later redesigned by the ASTRA coordinator, Lockie Jayne McGehee and the KWIC director, Robin Karasik.

THE REVIEW FORMAT

The ASTRA reviews are designed in the following format.

I. Identifying information
This information is intended to help the trainer or educator in aging locate the resource, describe the resource and provide information as to the development of the resource. All information reported in this section is taken directly from statements made in the resource unless otherwise specified by the analysts. Included under this heading are:

- Author(s)
- Availability

This is the address to which inquiries about obtaining the material should be directed.

- Publication date (and copyright)
- Medium

This describes the major media or medium used in the resource.

- Components

The component pieces, if any, of the resource are listed here.

- Subject area

Subject areas were selected from categories typically used in resources relating to aging.

- Program funding
- Program development

This provides any descriptive information on the development and field testing of the resource if provided by the author.

- Additional costs

This describes any additional costs that will be incurred during the use of this resource.

- Supplements

This describes any additional resources needed.

II: Application
This information is intended to describe the potential audience and setting to which the resource is directed. Included under this heading are:

- Intended users
- Contexts

This describes the setting in which the resource would be most useful.

III: Intent
This information describes the reasons for the development of the resource and its goals. Included under this heading are:

- Developers' rationale

This describes the reason that the resource was developed.

- Goals and objectives

These are the goals and objectives that should be met through use of the resource.

IV: Scope
This section provides detailed information concerning the topics addressed and the coverage of those topics as well as the method to be used in covering the content. Included under this heading are:

- Contents
- Methodology

This describes the method to be used in covering the content of the material. Sessions typical of the use of the material are included.

- Means of evaluation

This describes procedures, if any, for evaluating the use of the material by students or instructors.

- Instructor preparation

This includes any preparation required by the trainer for use of the resource.

V: Critique
This section includes the critical evaluations made by the analysts concerning various aspects of the resource. Included under this heading are:

- Accuracy of content
- Bias of content
- Currency of content
- Analysts' comments

These are comments made by analysts concerning the effectiveness, limitations and unique features of the resource.

THE ASTRA RESOURCES

The resources selected for review were chosen on the basis of an analysis of a KWIC user survey (i.e. What materials do you find most useful?) and the cumulative number of requests for information about particular resources. These selected training resources are drawn from several areas of concern to trainers and educators, resulting in broader scope. The materials reviewed in this handbook address the following areas of concern:

- Curriculum Design

These are guides for the development of educational programs and curricula in the field of aging.

- Information Resources

These are resources that provide information on specific topics indirectly related to the field of aging (i.e. law or transportation).

- How-To Resources

These are how-to guides that provide detailed directive information on selected topics in aging such as exercise programs and game playing.

- Training Manuals

These are manuals concerning training programs for working with the aged.

THE ASTRA SESSIONS AND REVIEW PROCESS

The KWIC and ASTRA staff, including Carol Van Steenburg, Robin Karasik, Lockie Jayne McGehee and Stephanie Weisband conducted a two-part program for twenty eight selected specialists in the field of aging. The program focused upon the evaluation of training resources in aging. Both sessions were conducted in Durham, N.C. The first session was held on January 3-5, 1977. This session involved training the participants in evaluative skills via a systematic approach to resource review as taught by the EPIE Institute. The second session held on March 28-29, 1977, involved the application of these skills to the analysis of 35 resources provided by the KWIC staff. Each material was reviewed by two analysts. Lockie Jayne McGehee and Susan Gaylord edited and compiled these reviews, the product of which is this handbook.

SCAN SYSTEM RESOURCES

*ASTRA reviewed resources that are available in microfiche or reproduced paper copy at cost of reproduction from:

SCAN (Service Center for Aging Information)
Central Control Facility
11790 Parklawn Drive
Rockville, Maryland 20852
Toll-free: 800-638-6051

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Curriculum Design

AN INSTRUCTOR'S HANDBOOK FOR THE DEVELOPMENT OF A COURSE IN GERONTOLOGY

IDENTIFYING INFORMATION

AUTHORS: Constance M. Greco
Reta Lee Harrison
Richard M. Lent

AVAILABILITY: New York State Office for the Aging
New York State Executive Department
855 Central Avenue
Albany, New York 12206

PUBLICATION DATE: 1975

MEDIUM: Print (Manual) 235 pp.

SUBJECT AREAS: Courses and curricula on aging; General aspects of aging; Social aspects of aging

PROGRAM FUNDING: The handbook was prepared under a contract with the New York State Office for the Aging in cooperation with the Syracuse University All-University Gerontology Center and the Syracuse University Center for Instructional Development.

APPLICATION

INTENDED USERS: This handbook was designed for use by educators and trainers in aging. A basic assumption of this material is that the learning audience would share a minimum eleventh grade competency in reading and writing skills but little or no previous formal training or knowledge in gerontology. The handbook is designed so that it will be applicable to a wide range of learning audiences including:

- Entry level practitioner aides and para-professionals
- Adult volunteers
- Students or interns in professional programs
- Practicing professionals seeking specialized continuing education
- Undergraduate or graduate students in early phases of training

The authors have chosen to emphasize the needs of audiences at the lower educational levels but this handbook could be adjusted to the needs of a higher level audience.

CONTEXTS: The handbook is appropriate for use in a variety of instructional settings. These include two year colleges, four year colleges, professional training programs, in-service training relating to community based programs, continuing education and extension programs and possibly, public television. It is assumed that this handbook will be used as a resource for a formally organized course or workshop of no less than 30 hours of study and/or instruction and an approximate maximum of 150 hours.

INTENT

DEVELOPERS' RATIONALE: The handbook was developed to allow organizations and institutions to develop basic courses individualized for wide varieties of audiences.

GOALS AND OBJECTIVES: The overall goal of this handbook is to provide materials effective in working towards a broad range of learning objectives, including:

- Affective objectives (pertaining to attitudes, values and feelings)
- Cognitive objectives (pertaining to knowledge and understanding)
- Behavioral objectives (pertaining to skills)

The authors have given the affective objectives primary emphasis as they believe that attitudes often determine working effectiveness. Lists of overall course objectives under each of the three areas have been deliberately made extensive so that the instructor may select those objectives that are appropriate to his or her needs.

Fifteen affective objectives in the domain of motives, values, attitudes and feelings are listed. Examples of what the student of these course materials should develop are:

- An awareness and appreciation of his own aging process and its implications for his personal future
- An awareness of his (and others') culturally based views of aging and older persons
- A hesitancy in formulating simplistic problems-analysis and problem solving approaches to gerontological issues.

Sixteen cognitive objectives are given by the authors. Examples of what knowledge and understanding the student should acquire are:

- The ability to identify and describe the impact of critical stages and events in later portions of the life span
- The ability to describe actual and potential roles and role changes available to persons in later years of the life cycle
- The ability to identify and describe the major age-related changes in biological, psychological and social functioning

Seven behavioral objectives are given by the authors. Examples of what skills a student of these course materials should be able to develop are:

- An ability to establish effective communication with persons suffering impairments of cognition, perception, and/or speech
- An ability to obtain relevant local, regional or national data on gerontological problems of interest to the student
- A beginning ability to formulate appropriate matchings between the complex needs of older persons and suitable environments and programs

Specific objectives are also included for each content unit in the handbook.

The analysts feel that these goals and objectives are well matched to the developers' rationale. They feel that the goals are realistic if the instructor making use of the handbook selects those which correspond to the course level and audience with which he is dealing.

SCOPE

CONTENTS: Chapter One: Introduction to the Handbook
Authors: D.L. Slover and M. Greco

Topics that are covered include the reasons for a handbook format, the range of possible students for the course and the suggested overall course objectives. (7 pages)

Chapter Two: Using the handbook
Authors: R.L. Harrison and R.M. Lent

Topics that are covered include familiarization with the materials, definition of the audience, selection of goals and objectives, definition of resources and constraints, selection of instructional strategies and the determination of evaluation strategies.

Chapter Three: Content units

Introductory unit
Author: D.L. Slover

Topic headings are: Why study aging and the aged?; Portraits of individuals; The aging population; Principles and concepts in the study of aging; The data base of gerontology. (22 pages)

Unit One: Biology of aging
Author: J.R. Florini

The topics covered include a general consideration of anecdotal information, research approaches, the current status of biological research on aging and the future of aging research in biology. (14 pages)

Unit Two: Psychology of aging
Author: J.P. Abrahams

The topics covered include aspects of psychomotor performance, intellectual functioning, learning, personality and adjustment and mental health. (31 pages)

Unit Three: Social and cultural dimensions of aging
Authors: C.L. Johnson and G. Spencer

The topics covered include aspects of family structure and processes, role changes in later life, life style adjustments, age-related changes in social functioning, intergenerational conflicts and cross-cultural and subcultural variations on the characteristics, needs and resources of the elderly. (30 pages)

Unit Four: Economics of aging
Authors: N.S. Bellos and L.A. Winegar

The topics covered include aspects of income maintenance programs, employment, work ethic and retirement, volunteerism and expenditure patterns. (12 pages)

Unit Five: Ecology of aging
Author: E.H. Steinfeld

The topics covered include ideas on living arrangements, community planning and urban design, institutional living, mobility and transportation and responsive environmental design. (22 pages)

Unit Six: Specific sections

Section A: Health
Author: C.V. Trody

The topics covered include aspects of health education and preventive health care. (10 pages)

Section B: Legal rights of the elderly
Authors: T.H.D. Lewin, et al.
The topics that are covered include consumer protection for the elderly, social security and social welfare programs and housing rights for the elderly. (29 pages)

Section C: Death in American society
Author: D.L. Slover
The topics discussed include attitudes towards death, the process of dying, technology and death, grief and terminal care. (6 pages)

Section D: New roles for the aging
Author: S. Hume
The topics covered include aspects of role loss, the application of developmental theory to role loss and new roles for the elderly. (11 pages)

Unit Seven: Effective intervention with the aged
Authors: E.E. Dawson and G.B. McKibbin
The topics covered include a direct service helping process model, responsive communication, data collection and analysis procedures and aspects of problem solving and decision making. (22 pages)

Unit Eight: Public policy and the aged: Past, present and future
Authors: G.N. Ackerman and N.S. Bellos
The topics cover the U.S. policy on aging and the impact of other policy areas on aging. (11 pages)

All content units include suggested instructional objectives, presentations, evaluation methods and bibliographies.

METHODOLOGY: This handbook suggests a wide variety of methodologies for use according to the various content units. Lectures, instructor-centered discussions, student-led discussions and media use are suggested as common methodologies. Various non-traditional instructional methodologies are encouraged such as self presentations, mock interviews between students, participants observation, site visits, interviews with the elderly, role playing and investigation of local programs and census data. Many of the non-traditional methodologies have as their objective a change in values and attitudes towards the elderly. Little actual directive information is provided in conjunction with these instructional methods.

MEANS OF EVALUATION: Two of the content units described in the handbook provide suggested means for evaluation of student progress. These means include traditional methods such as testing reports and project evaluations. One analyst feels that due to the large number of specific objectives proposed for each content unit, the developers should have provided more guidance as to means of evaluation.

INSTRUCTOR PREPARATION: This handbook provides suggestions to the instructor on how to use the handbook, define audiences, select goals and objectives, select instructional strategies and evaluate progress. All of these suggestions are fairly cursory and do not provide a thorough step by step procedure, therefore the individual instructor would have to adapt these suggestions to his own needs.

CRITIQUE

BIAS OF CONTENT: The only bias evident is one of perspective according to one of the analysts. Specific sections reflect the regional perspectives and concerns of the authors. For example, Unit Six concerning legal rights of the elderly makes specific references to policies in the New York area.

ANALYSTS' COMMENTS: Both analysts feel that the handbook is useful with adaptations made by the individual instructor. One analyst comments that the content and organization varies from unit to unit and suggests that the discrepancy in organization and content may be due to the large number of contributing authors. Both analysts believe that the handbook provides useful ideas in curriculum development for a course in gerontology but may not satisfy the needs of instructors and practitioners who require a more applied and experiential approach to instruction. □

DEVELOPING EDUCATION PROGRAMS IN THE FIELD OF AGING

IDENTIFYING INFORMATION

AUTHORS: Robert C. Atchley
Mildred M. Seltzer

AVAILABILITY: Scripps Foundation Gerontology Center
Miami University
Oxford, Ohio
Cost: $2.50

PUBLICATION DATE: c. 1977

MEDIUM: Print (pamphlet) 35 pp.

SUBJECT AREAS: Courses and curricula in aging; Planning and program administration; Gerontology programs and centers; Educational and training programs

PROGRAM FUNDING: The original publication of this pamphlet was funded by a grant from the Ohio Commission on Aging

PROGRAM DEVELOPMENT: The authors assembled ideas, opinions, and curriculum materials from colleagues at Miami University.

APPLICATION

INTENDED USERS: The intended users of this manual are educators in institutions of higher education who want to develop programs in the field of aging.

CONTEXTS: This resource is a collection of recommended course outlines that is best used by an educator planning a course or workshop on aging.

INTENT

DEVELOPERS' RATIONALE: With interest in aging growing rapidly, colleges and universities everywhere are encountering pressure to offer training and educational programs in aging both for older people and for those who would serve them. The purpose of this pamphlet is to identify some of the issues faced by educators who want to develop educational programs in gerontology and to summarize some of the ways that these issues have been approached and resolved in programs that already exist.

GOALS AND OBJECTIVES: The overall goal of this pamphlet is to provide ideas on incorporating gerontology into programs of higher education. Goals for the educator to pursue in developing programs are:

- To introduce materials on aging into introductory courses of the various disciplines, including those in the professional schools
- To introduce courses on aging into the curriculums of various departments, including those in professional schools
- To offer workshops and short courses on aging for practitioners
- To develop programs to place students in agencies for field experience
- To introduce courses designed to meet the needs of older adults
- To develop fields of concentration in gerontology within the various disciplines
- To train people to do basic, applied, and evaluation research on aging

SCOPE

CONTENTS: Section One
Topics in the first section briefly address the following issues:

- Introduction (1 page)
- Materials for introductory courses (1 page)
- Courses in aging (1 page)
- Field experience (2 pages)
- Academic credentials (1 page)
- Workshops (1 page)
- Courses for older people (1 page)
- When to develop a gerontology center (2 pages)

Section Two
The second section includes suggested course outlines. Suggested courses are:

- Introduction to social gerontology (4 pages)

- The study of middle and old age (3 pages)
- Problem perspectives of aging (3 pages)
- Old age depicted in literature (1 page)
- Field experience in gerontology (1 page)
- The family in later life (2 pages)
- The sociology of retirement (2 pages)
- Interdisciplinary seminar in gerontology (2 pages)
- Theoretical and methodological issues in social gerontology (4 pages)

Section Three

The third section includes a selected bibliography of textbooks and books of readings. (3 pages)

Each course outline includes a suggested title, number of hours, level, prerequisites, department and frequency of offering as well as the course developers and an outlined description of the course. Suggested texts and references are also included.

While the coverage is comprehensive, the depth of the treatment for each topic is limited. One analyst comments that the bibliography and outlines could be expanded considerably.

METHODOLOGY: The pamphlet is to be used as a resource for developing educational programs. This material describes nine potential courses on topics on aging. The users are expected to prepare a course from these outlines using their own methods of teaching and assessment.

MEANS OF EVALUATION: No means of evaluation are described for the material as a whole. Some attention is given to various means of evaluation in one of the nine course outlines; weekly work reports, written evaluation of experience, and discussion with the instructor are suggested. Otherwise it is left to the reader to devise his own methods of evaluation. It is assumed that other typical methods of evaluation of course work will apply.

CRITIQUE

ANALYSTS' COMMENTS: The analysts feel that this is an informative resource for the instructor. The outlines are cited as being very cursory and the bibliography as somewhat incomplete, but the analysts feel that it is an excellent introduction to developing educational programs.

The summary and outlines stress institutional structures and the importance of legitimizing programs. □

VIEWS ON AGING: A TEACHERS' GUIDE

IDENTIFYING INFORMATION

AUTHOR: Marcia J. Cameron

AVAILABILITY: University of Michigan/Wayne State University
Institute of Gerontology
520 East Liberty Street
Ann Arbor, Michigan 48109
Cost: $5.50

PUBLICATION DATE: c. 1976

MEDIUM: Print (teachers' guide) 179 pp.

SUBJECT AREAS: General aspects of aging; Courses and curricula in aging

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: The developer specifies the use of this manual for students in grades seven through twelve as well as those in elementary and college courses.

CONTEXTS: The developer specifies that this manual be used as a resource for formally organized courses. Analysts suggest that the manual is also a useful resource for a workshop or for in-service training. Analysts feel that the guide can easily be incorporated into various courses and in some cases, (e.g., a social gerontology course) can stand alone as a basic text.

INTENT

DEVELOPERS' RATIONALE: The author gives evidence that negative or stereotyped attitudes towards older people develop at an early age. Such attitudes can retard the process of adjusting to and coping with new people and new situations, and can interfere with the ability to accept and deal with people as individuals. Thus it is important to provide good information on aging and older people and to influence attitude development during the school years, when attitude patterns tend to be more flexible.

GOALS AND OBJECTIVES: The overall goals of this guide are:

- To develop accurate and positive concepts about the aging process and the potentialities and needs of older persons, with an emphasis on countering stereotyping and affecting community attitudes toward aging
- To provide a view of life as a continuum, giving a perspective of how one fits into the whole of time and society, which helps in the achievement of personal identity and positive self-image
- To provide knowledge about the significance of older people and retirees in aspects and activities of our society: economics, family structure and relationships, education, transportation, social and health services

SCOPE

CONTENTS: Chapter One: A personal view of aging (10 pages)
The purpose of this chapter is to stimulate the student to think about aging and to realize his or her personal attitudes toward aging and the aged. Suggested questions and exercises and a list of appropriate films and records are provided.

Chapter Two: An environmental view of aging (5 pages)
This chapter attempts to make the student aware of physical, sensory, and perceptual changes which occur as one ages, and how they affect the environment in which the person lives.

Chapter Three: A societal view of aging (9 pages)
The focus of this chapter is on older people within the context of society including reasons for studying the elderly as a group, the effects of the elderly as a group in society, some of the social problems the elderly encounter.

Chapter Four: Beyond the unit: Part One: Mini-units in other classes (18 pages)
The purpose of this section is to provide information and descriptions of classroom activities concerning the aged which can be inserted into courses which are current in most school systems.

Part Two: Special topics in aging (6 pages)
This section consists of mini-units on topics such as: aging in other cultures, death and dying, minority aged, and the older woman.

Appendix A: Resources

- Glossary (2 pages)
- Guide bibliography (4 pages)
- Suggested readings (2 pages)
- A selected bibliography on age and race (8 pages)
- Pre-retirement education films (1 page)

Appendix B: Related pages

- Art bridges the age gap (4 pages)
- Concepts and issues in aging (13 pages)
- Supplementary quiz (3 pages)
- Consumer education for the older adult (8 pages)
- Curriculum information: occupational education—care of the aging (8 pages)
- Fantasy—you are eighty
- The older population: some facts we should know (13 pages) Supplementary quiz (1 page)
- Peege, a film review (2 pages)
- Perceptions of age, questionnaire (2 pages)
- A perspective on aging (9 pages)
- Residences for the elderly (2 pages)
- Role playing (3 pages) Situation: the family at Sunday dinner (3 pages)
- Sensory changes in the elderly and implications for environmental planning (4 pages)
- Socio-economic changes with age (6 pages)
- Visiting a senior center, preparation (2 pages)
- Your community's older citizens, questionnaire

METHODOLOGY: Methods of presentation include lectures, films, instructor-centered or small group discussions, experiential learning such as problem solving, role playing or field trips, and a variety of projects and homework assignments.

INSTRUCTOR PREPARATION: It is suggested that the instructor review the entire manual and select what he or she feels are appropriate materials, class activities, and homework assignments for the group's needs and background. Though a summary of information is presented at the beginning of each section, the instructor is expected to prepare any in-depth lectures. A reference list at the beginning of each section indicates sources of information to be used as background for lectures or for in-depth study.

MEANS OF EVALUATION: Instruments for assessing students' knowledge of subject matter include a true-false questionnaire, a multiple choice quiz and a short answer questionnaire. Homework assignments and essays may also be used as evaluational instruments by the instructor. No means of assessing the educational value of the manual is supplied.

CRITIQUE

ANALYSTS' COMMENTS: One analyst feels that this guide is usable and excellent, while the other analyst feels that the manual is usable with some adaptation. Analysts agree that the manual is especially suitable for elementary and secondary school students who have had no prior introductory course in the field of aging. One analyst comments that the material is adaptable and provides a wide variety of interesting and creative approaches to learning. It is suggested that the proposed program would be enriched by having a special section in the classroom or library with resources, such as filmstrips, readily available. □

CURRICULUM PLANNING FOR UNDERGRADUATE TRAINING IN GERONTOLOGY *

IDENTIFYING INFORMATION

AUTHOR: Phyllis G. Robinson

AVAILABILITY: Institute of Gerontology
Office of Experimental Programs
Federal City College
1343 H Street, N.W.
Washington, D.C. 20005

PUBLICATION DATE: 1973

MEDIUM: Print (manual) 169 pp.

SUBJECT AREAS: Courses and curricula on aging

PROGRAM FUNDING: This manual was funded by a Title V training grant from the Administration on Aging, Department of Health, Education and Welfare to the Institute of Gerontology, Federal City College.

APPLICATION

INTENDED USERS: The intended users are trainers and educators who develop curricula in studies of aging for undergraduates, community persons, and workers employed in services to the elderly.

CONTEXTS: The analysts feel that this resource would be useful in any context whether in formally organized courses, workshops, practicums or for individualized learning. Since the material is written specifically about the Washington area, it may require some adaptation to the needs of the user.

INTENT

DEVELOPERS' RATIONALE: This curriculum guide is designed specifically to be relevant to employment opportunities for college students as determined by job analyses and the needs of the elderly themselves.

GOALS AND OBJECTIVES: The overall goal of this manual is to develop curricula in studies of aging for Federal City College undergraduate students, interested community persons and workers employed in services to the elderly. Specific objectives of the planning of the curricula and programs involve:

- Relating directly to the needs of older persons in the Washington D.C. area
- Identifying and relating training to specific employment opportunities in aging
- Meeting in-service training needs of direct service workers, owners, managers, and supervisors of long-term care facilities
- Presenting tentative training plans leading to A.A. and B.A. degrees with identified field placements
- Developing possible short courses
- Locating potential faculty

SCOPE

CONTENTS: Chapter One: Introduction (3 pages)

Chapter Two: Survey of three groups of senior citizens

This chapter includes information on planning a survey, populations to be surveyed and respondents' perceptions of their needs and services that should be provided. (24 pages)

Chapter Three: Survey of employees working with older persons

This chapter discusses a survey of attitudes, training needs and interests, job satisfaction reports and the implication of these for curriculum development. (8 pages)

Chapter Four: Survey of agencies serving the aged

This chapter discusses surveys of the functions of agencies and personal care homes, as well as employment possibilities in these agencies and hopes. (16 pages)

Chapter Five: Functional job analysis of personal care home operator

This chapter includes information on specific tasks performed in jobs relating to services in aging and an interpretation of this material into functional job analyses for the purpose of planning curricula. These tasks include management and administration; training, demonstrating and supervising; record keeping; nursing care; personal care services; leisure therapy and recreation; nutrition and dietary planning; cleaning; maintenance and laundry. A course outline on licensing of facilities for intermediate and residential care is included. (48 pages)

*Available from SCAN, Rockville, MD (See page vi).

Chapter Six: Survey of training programs in gerontology

This chapter disucsses the following issues: the location and affiliation of the Institute within a college structure; financial support; community relations; gerontology as a discipline; research; library development; and students. (5 pages)

Chapter Seven: Curriculum plans (2 pages)

Chapter Eight: Development of a graduate program in gerontology (3 pages)

Chapter Nine: Conclusion (3 pages)

Appendices:

- Survey questionnaires (24 pages)
- A special seminar outline in social planning for the elderly (1 page)
- Summary and sample of student field reports (4 pages)
- Functional job analysis scales (9 pages)
- Visits to institutions and conferences (1 page)
- List of advisory committee members (1 page)
- Tentative curriculum plan—April 1972 (3 pages)
- Curriculum plan—September 1972, revised January 1973 (9 pages)
- Application form—1972 (2 pages)
- Course offering schedule 1972-1973 (1 page)
- Report of Area Council meeting (1 page)
- Community activities (3 pages)

The analysts felt that the content coverage varied among the chapters. Chapters two through five provide fairly detailed and extensive materials. Chapters five through nine provide only cursory information and basic ideas.

METHODOLOGY: The method of using this curriculum guide is left entirely up to the user. One analyst suggests that a lecture teaching methodology is implied for the proposed courses and seminars.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts feel that the material is usable, but will require adaptation to suit the users' needs, as the entire manual is specifically geared towards Federal City College and the Washington, D.C. area. One analyst comments that the manual is not especially useful as an instructional material itself, but it will be useful as a description of a process and outcome experienced by the authors, as well as a source of ideas on similar issues. □

GERONTOLOGY I – THE OLDER ADULT IN YOUR COMMUNITY

IDENTIFYING INFORMATION

AUTHOR: Not specified

AVAILABILITY: North Carolina Office for Aging
Raleigh, North Carolina

PUBLICATION DATE: 1976

MEDIUM: Print (course proposal) 19 pp.

SUBJECT AREAS: Courses and curricula in aging; General, physiological, psychological and social aspects of aging

PROGRAM FUNDING: This course was prepared from Title IV-A funds.

PROGRAM DEVELOPMENT: This course was developed at Central Piedmont Community College, Charlotte, North Carolina.

APPLICATION

INTENDED USERS: The developer states that this course is designed for community and technical college use. Analysts infer its additional use with high school students in secondary schools.

CONTEXTS: The specified context is a formally organized course of approximately 33 hours in duration. One analyst infers its use in a shorter course as well.

INTENT

DEVELOPERS' RATIONALE: Not specified

GOALS AND OBJECTIVES: Upon completion of the course the student should be able to prepare a written and/or recorded case study of an older adult and be able to comment on demographic, biological, psychological, psychosocial and societal variables as they relate to the case study subject.

An additional, attitudinal objective is to replace more than half of the negative and condemning feelings about older adults with positive and uncondemning feelings.

Specific objectives are defined for each of the five units. For example, following unit two the student should be able to:

- Provide and explain the relevance of comparative data and significant statistics to gerontology
- Propose a case study and organize an outline for this study

SCOPE

CONTENTS: The materials contained in this course proposal include a course outline (2 pages), suggested resources (1 page), a sample instructor's syllabus (6 pages), a course description for students (3 pages), and a student's syllabus (5 pages). The course as outlined consists of five units:

Unit One: Introduction

Unit Two: Demography and statistics

Unit Three: Biological and physiological aspects of aging

Unit Four: Psychological and societal aspects of aging

Unit Five: Summary and evaluation

METHODOLOGY: The method of instruction includes lectures, large and small group discussions, filmstrips, and individual case studies. An example of a typical session, taken from unit three, follows:

- The instructor administers a brief self-evaluation instrument on demographics.
- The answers are discussed as students grade their own papers.
- Small groups are formed to discuss case study proposals and outlines.
- A large group discussion on current events relating to older adults.
- A medical vocabulary list is handed out and discussed.
- The instructor begins a discussion on biological and physiological aspects of aging.
- The filmstrip, "Physical changes and their implications" is shown. Class discussion follows.
- Small groups are formed and suggestions for prescriptions for a healthy life are formulated.

INSTRUCTOR PREPARATION: The instructor should be familiar with texts and films used in the course. He or she should also be prepared to show films, conduct group discussions, coordinate small group activities, direct individual case studies, and prepare evaluation instruments. One analyst comments that it is unlikely that anyone without an aging background could successfully instruct this course.

MEANS OF EVALUATION: No evaluation instruments for either the course itself or the learner's experience are supplied. Guidelines are provided on possible means of evaluating learner progress. The author recommends a selected response test, a short answer quiz, a learner self-rating scale, and a written case study as means of testing the acquisition of specific skills and attitudes.

CRITIQUE

ANALYSTS' COMMENTS: Analysts agree that this course proposal is usable with some adaptation and can be a basic guide to a course in gerontology. One analyst feels that in order for the course to be effective, the instructor must be a good discussion leader and knowledgable in the field of gerontology. □

Information Resources

HOW TO DESIGN A NON-PERSON

IDENTIFYING INFORMATION

AUTHOR: Barbara M. Laging

AVAILABILITY: Institute of Gerontology
The University of Michigan–Wayne State University
520 E. Liberty Street
Ann Arbor, Michigan 48109
Cost: $10.00

PUBLICATION DATE: 1972

MEDIUM: Audiocassette
and print (script for game described in audiocassette)

COMPONENTS: Audiocassette (one cassette, 18 minutes)
Script (4 pp.)
Both entitled *How to Design a Non-Person*

SUBJECT AREAS: Housing and environment; Rehabilitation; Mental health; Long term care alternatives

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: Potential audiences are not specified by the developers. Analysts infer that appropriate audiences might be undergraduates, professionals, paraprofessionals, trainers and educators who are interested in housing needs for the elderly.

CONTEXTS: The analysts infer that this tape and/or script may be used as a resource in organized courses, workshops, or as a resource for individualized learning. One analyst suggests that this material would be a useful training tool in any setting for sensitizing others to the environmental needs of the elderly.

INTENT

DEVELOPERS' RATIONALE: The developer states that interior design plays an important role in any therapeutic environment and the effects of housing design on the elderly require close inspection.

GOALS AND OBJECTIVES: The overall goal of the audiocassette and script is to provide a therapeutic environment aimed at the whole elderly person and the fullest development of their assets. The objective of the audiocassette is to stimulate thought and discussion concerning the provision of such an environment.

SCOPE

CONTENTS: The audiocassette recording can be divided into three content units. The speaker, Barbara Laging, introduces her topic by describing problems in meeting the environmental needs of handicapped individuals. Next, she describes a game-like situation in which the elderly resident is the pawn and the players are the planning board, designers and staff of retirement homes. The object of the game is for the players to make the pawn as uncomfortable as possible while keeping him alive. Five steps are described by which retirement homes can be made mentally unhealthy for the elderly while being physically supportive. (The accompanying script spells out these steps.) She reaches her conclusion in a final section calling for more attention to the whole individual in environmental planning. (18 minutes)

METHODOLOGY: Analysts infer that the audiocassette is to be played to an audience and that the script may be read or used to follow the recording. The tape recording may then be used to stimulate discussion among the audience after it has been played.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts comment that the material is easily adapted to the user's needs. The material is well-presented, logically organized and provides constructive knowledge. It is not designed as a training material itself but is a useful audiotape resource for providing information about an important problem that should be included in training programs dealing with living arrangements for the elderly. It would be an especially useful resource to supplement educational experiences concerned with sensitizing learners to problems in environmental adaptation for the elderly. □

IN-HOME SERVICES FOR THE ELDERLY: A TRAINING MANUAL

IDENTIFYING INFORMATION

AUTHOR: Jane H. Hare

AVAILABILITY: Extension Division
The University of North Carolina
Chapel Hill, North Carolina 27514

PUBLICATION DATE: 1975

MEDIUM: Print (training manual) 79 pp.

SUBJECT AREAS: Health services: Paraprofessionals; Alternatives to long-term care; Needs assessment; Social services and community programs

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This manual was prepared for the North Carolina Governor's Coordinating Council on Aging.

APPLICATION

INTENDED USERS: The developers specify use of this material by instructors training in-home aides for the elderly.

CONTEXTS: The specified context is a formally organized course (80-120 hours) with an additional two to four weeks for in-service training.

INTENT

DEVELOPERS' RATIONALE: The developers address the need for supportive services which will enable older persons to live independently in their own homes for as long as possible. In-home care is a crucial support system aimed at maintaining this independence, therefore programs are needed to meet the demand for trained aides.

GOALS AND OBJECTIVES: The overall goal of this manual is to provide training to in-home aides in both the skills and knowledge necessary to care for the elderly. Specific purposes and objectives are provided for the first four sessions. The purpose of the first session involves exploring the need for services to older persons in their homes and to discuss ways of meeting this need. Specific objectives for this session are:

- To introduce the course
- To acquaint the participants with the need for services to older persons in their homes
- To familiarize trainees with community resources which can respond to the needs of older persons
- To develop within the group a sense of themselves as a resource to older persons

The purpose of the second session involves exploring aspects of the aging process in order to promote better understanding of the older person. The specific objectives are:

- To develop participant awareness of some of the myths or stereotypes related to the older person
- To provide the participant with information on three aspects of aging—physical, sociological and psychological
- To relate these aspects of aging to working with the older person

The stated purpose of the third session is two-fold in nature. It involves introducing techniques of home management which may be used in setting up an efficient daily routine and to provide information on home safety. The specific objectives are:

- To provide trainees with guidelines or techniques for efficient home management
- To consider ways in which to incorporate these techniques into daily routines
- To provide information on the proper use and care of commonly used home appliances
- To provide information on common causes of accidents to the older person
- To identify areas of safety hazards and to relate these to physical aspects of aging
- To develop an awareness of good safety habits

The fourth session lists as its dual purpose, emphasis on the importance and provision of stimulating and meaningful activities for older persons, and the examination of effective communications processes. The specific objectives are:

- To develop participant awareness of the need for stimulating activities for the older person
- To identify the points to be considered when planning and carrying out a recreational activity

- To demonstrate the construction of a file box from materials in the home
- To provide insights into method of communication
- To enable trainees to relate personal experiences and values to concepts of communication
- To discuss ways of incorporating communication skills into interactions with other people

Sessions five through eleven are designed to teach home nursing skills as taught by the American Red Cross.

SCOPE

CONTENTS: This manual offers a sample design to be expanded and adapted by each agency that undertakes a program to train in-home aides. A total of twelve sessions are included with suggestions for supplementary sessions in a number of areas. The first four sessions are designed to be used by staff persons of councils on aging or similar agencies, with the content and suggested materials included. Two of these sessions are divided into two parts and the developers recommend separating these sessions and supplementing them with community resource persons and additional material. Sessions five through eleven should be conducted by a qualified home nursing instructor through arrangements with the instructor's local American Red Cross Chapter. The final session should be used for wrap-up and evaluation as well as to cover the details of assigning the students to supervised placements.

Session One: Introduction to a program of in-home services for older people (7 pages)

Session Two: Introduction to the aging process

This session includes information on myths and stereotypes about aging, background information on physical and emotional aspects of aging. (15 pages)

Session Three

Part One: Home management

This session includes guidelines for home management and the use and care of appliances in the home. (12 pages)

Part Two: Safety in the home

This session includes information on accidents and their prevention. (11 pages)

Session Four

Part One: Recreational activities

This session discusses the rationale for recreational activity and a list of possible activities for the elderly. (10 pages)

Part Two: Communications and human relations

This session discusses modes of communication as well as communication with the handicapped. (11 pages)

Session Five-Eleven: Home nursing skills

These sessions are to be taught by a trained instructor from the American Red Cross. Topics covered include health maintenance, the recognition of illness, personal services and diets, medicines and treatments. (4 pages)

Session Twelve: Wrap-up and evaluation

An evaluation form is included. (2 pages)

All sessions except those to be taught by the Red Cross include detailed objectives, procedures for carrying out those objectives, time allotments, a list of the materials needed, and any handouts that are called for.

The analysts feel that the coverage of material varies among the sessions. For example, the sessions on home safety and management provide extensive detailed information. The sessions on recreational activities and communications and human relations do not provide in-depth coverage of these areas.

METHODOLOGY: Detailed information on the method of instruction is provided for the first four sessions. A typical session would include a lecture, a discussion and a questionnaire assessing knowledge and/or skill. Each session recommends various methods of involving the participants such as participant interviews, role playing and autobiographical sketches. Handouts are included for most of the sessions.

MEANS OF EVALUATION: A wrap-up and evaluation session is included in the manual. The purpose of this session is to evaluate the program and make supervised placement assignments as well as to evaluate the trainees. An evaluation form is provided, but it is limited to evaluating one's impressions of the utility of the sessions. Oral group evaluation is also encouraged. It is left up to the American Red Cross home-nursing instructor to assess the skills of each trainee. The analysts feel that this evaluation session provides extremely limited information and recommend that each instructor use it only as a starting point for evaluation.

IN-HOME SERVICES FOR THE ELDERLY: A TRAINING MANUAL (Con't)

CRITIQUE

ANALYSTS' COMMENTS: Both analysts feel that this training manual would be quite useful to a novice instructor. A complete program is outlined and very directive information is provided. The success of the program depends on receiving assistance from an American Red Cross home-nursing instructor to fulfill the skill-related objectives of the course. Both analysts feel that trainers should revise and adapt this course to their own needs rather than directly following the manual. Several of the sessions need more material in order to make the training program thorough. □

THE LAW AND AGING MANUAL*

IDENTIFYING INFORMATION

AUTHOR: David H. Marlin

AVAILABILITY: National Council of Senior Citizens, Inc.
1511 K Street, N.W.
Washington, D.C. 20005

PUBLICATION DATE: 1976

MEDIUM: Print (information resource) 147 pp.

SUBJECT AREAS: General aspects of aging; Legal aspects of aging

PROGRAM FUNDING: The research was performed pursuant to a grant from the Administration on Aging to the National Council of Senior Citizens, Inc.

PROGRAM DEVELOPMENT: This manual was sponsored by the National Council of Senior Citizens and compiled after eight years of experience with Legal Research and Services for the Elderly.

APPLICATION

INTENDED USERS: Professionals in aging and professionals in legal services.

CONTEXTS: The analysts feel that this resource would be useful in any context—workshops, practicums, organized courses, and individualized learning—although the developers do not specify any particular contexts for use.

INTENT

DEVELOPERS' RATIONALE: This resource is a result of an inspection of legal issues confronting older Americans. This resource was designed to promote the recognition of older persons as a minority group whose needs are important to the law.

*Available from SCAN, Rockville, MD (See page vi).

GOALS AND OBJECTIVES: This resource is intended to serve as an introduction of the aging community to the legal profession and vice versa, an overview of the legal problems facing the elderly, and a practical guide for establishing legal representation for the elderly on state and local levels.

SCOPE

CONTENTS: Chapter One: Law and aging: Who is involved?
This chapter describes the aging community and the legal community in the United States. (13 pages)

Chapter Two: Law and aging: What are the issues?
Topics covered include income maintenance, health and medical services, and housing for the elderly as well as the description of a useful, productive life for the elderly involving community services and legal protection. (14 pages)

Chapter Three: Law and aging: How can resources best be used?
Topics describe the development of legal resources for the elderly, funding of legal programs for the elderly, and the evaluation of legal programs for the elderly. (26 pages)

Chapter Four: Law and aging: Successful project profiles
Nineteen profiles of legal service projects for the elderly are provided. (20 pages)

Appendices
The appendices include lists of major federal programs benefiting the elderly, regional offices of AoA, paralegal training programs, programs of legal assistance to the elderly, Title IX contractors and sponsors, ACTION offices, state directories of foundations as well as a legal assessment questionaire, a lawyer reference service survey, and a sample reporting form for Title III Older Americans Act Legal Program. (68 pages)

METHODOLOGY: No methodology is implied by the developers as this is meant to be an informational resource rather than a training tool. The methodology is left up to the user.

CRITIQUE

CURRENCY OF CONTENT: One analyst comments that agencies and projects as well as the specific people to contact about issues on law and aging are in constant flux. Therefore some of the names and addresses listed as contacts in the resource may not be current.

ANALYSTS' COMMENTS: Both analysts feel that this resource is usable and excellent. The authors present a quick, informative, and basic view of both the aging and legal communities by introducing the actors and describing the roles they play. They make specific suggestions about finding legal resources and funding. Furthermore, they provide many programmatic ideas in a very practical how-to-do-it sense. Both analysts agree that the resource provides needed information on the legal aspects of aging. □

A COMPARATIVE VIEW OF AGING

IDENTIFYING INFORMATION

AUTHOR: Gary R. Smith

AVAILABILITY: Materials Distribution, University of Denver
Center for Teaching International Relations
Denver, Colorado 80208
Cost: $4.00

PUBLICATION DATE: This work is not published. It was distributed to a limited audience for experimental purposes.

MEDIUM: Print (training manual) 96 pp.

SUBJECT AREAS: General aspects of aging; Cross-cultural aging

PROGRAM FUNDING: The U.S. Office of Education provided partial support for the development of this manual.

APPLICATION

INTENDED USERS: Though the developers do not specify users of this manual, analysts infer that the material is designed for junior and high school students; however they feel that it could also be effectively used (or modified for use) with undergraduates, graduate students, educators in aging and older adults.

CONTEXTS: Developers do not specify the context in which the material is to be used. However, analysts infer that it was designed to be used in a formally organized course of short or regular length. They suggest that it could also be used in a workshop or in in-service training.

INTENT

DEVELOPERS' RATIONALE: The developers feel that students should be given opportunities to examine their preconceptions about aging and to become knowledgable about cross-cultural similarities and differences among older people. In this way students can avoid blindly stereotyping older people.

GOALS AND OBJECTIVES: Overall goals of this material are to demonstrate to students their preconceptions about aging, and to make students aware that their own views and preconceptions are not universally held. It is hoped that upon completing the unit the student will have begun to redefine his or her roles in relation to old people and the process of aging. The developers have formulated overall cognitive, affective and skill objectives for the course, some of which are listed below:

- To examine and evaluate personal and societal attitudes towards aging by exposing conscious and unconscious elements which have contributed to and are contributing to present perceptions
- By making cross-cultural comparisons, to be able to redefine aging and the problems of old age in a broader, global context
- To recognize that our behavior toward and perceptions about older people can be changed
- To evaluate our attitudes and behavior in terms of the functioning of a future global society
- To gain a sense of empathy with old people, the aging process and the problems of the elderly through interpersonal and intergroup contact
- To hypothesize about alternative futures for the elderly and the students' roles in the future
- To gather, tabulate and analyze raw data, and form hypotheses regarding personal and community attitudes toward aging and old age

SCOPE

CONTENTS: The material is presented as a series of eighteen activities to be introduced to students by the instructor.

Activity One: My views

This includes a survey designed to bring out students' perceptions of aging and old people. (2 pages)

Activity Two: Act your age

This activity involves categorizing pictures according to whether they represent people who are acting their age or not acting their age and is designed to create awareness about age stratification and role expectations. (4 pages)

Activity Three: Personal feelings about old age

This activity elicits personal statements of feelings about aging. (4 pages)

Activity Four: We are now 70
This activity involves role-play by students on their perceptions of the aged; these perceptions are evaluated by subsequent role-play by the aged themselves. (3 pages)

Activity Five: Statistical profile of America's elderly (4 pages)

Activity Six: 161 years old?
This activity explores cases of exceptional longevity and possible social and environmental factors involved. (3 pages)

Activity Seven: Counting the age groups in the community (3 pages)

Activity Eight: Community survey on aging and death (3 pages)

Activity Nine: Life perspective
This activity involves a multi-age survey to assess at what relative age people develop a foreshortened time perspective in our society. (3 pages)

Activity Ten: Miscellaneous community activities on aging (2 pages)

Activity Eleven: Greeting cards and cartoons
This activity uses a collection of greeting cards and cartoons to illustrate stereotyping of the aged. (3 pages)

Activity Twelve: Youth for sale
This activity involves an inquiry into the value that society places on youth and staying young. (5 pages)

Activity Thirteen: What's it like to be old?
This activity includes a comparison of the attitudes of the elderly in two countries toward old age and aging. (9 pages)

Activity Fourteen: Slow down
This is an experiential activity of what it is like to function slower intellectually. (24 pages)

Activity Fifteen: The Ik tribe
This activity discusses ways in which socialization and culture determine societal attitudes toward aging. (5 pages)

Activity Sixteen: Aging with grace and disgrace
This activity involves a comparison of the Israeli kibbutz and Japan. (4 pages)

Activity Seventeen: Which country is best?
This activity involves a comparison of four hypothetical societies and ranks them according to which are perceived as best for elderly people. (7 pages)

Activity Eighteen: Conclusion: My views reconsidered (1 page)

METHODOLOGY: As the means of instruction, the developers specify the use of lecture, instructor centered and small group discussions, experiential techniques, role-playing, attitudes and informational surveys, and questionnaires. For each activity, comprehensive directive information is provided to the instructor, including session objectives, time and materials needed, instructions to students, and questions for discussion.

MEANS OF EVALUATION: In order to be aware of any change in students' perceptions of aging and the aged as a result of the course, a survey entitled My Views which is completed by students at the beginning of the course, is re-evaluated by them at the end of the course. Here, they are asked to review the survey and write about the ways they feel their views about aging have changed. The survey asks students to rate their perceptions of older people on dimensions such as kind-cruel, happy-sad, and useless-useful. There is no means of measuring skills or knowledge gained as a result of the course.

INSTRUCTOR PREPARATION: Although each session contains detailed and easy to follow instructions for the teacher, it is necessary that the teacher prepare lectures and other activities for each session. In addition, it should be noted that various audio-visual aids were called for but were not available for examination nor was there any information about how they are to be obtained. One analyst states that some prior knowledge of aging in the U.S. and other countries would be useful but not essential preparation. The analyst suggests that a bibliography at the end of the manual would be a useful addition.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts rate this material as usable and excellent. One analyst rates this manual as one of the better compilations of exercises on attitudes toward aging. This analyst commends the easy-to-use format and the color-coding and numbering system which clearly identifies student handouts and instructor's directions for each

activity. Analysts agree that the manual contains valuable activities and creative exercises to use in dealing with attitudes about aging for a number of audiences.

One analyst comments that identification of target audiences and contexts would have been useful. This analyst also states that the title of the manual is deceptive in that it suggests a greater emphasis on cross-cultural study than is actually given. The material is labeled by one analyst as an exciting approach to the examination of the roles that attitudes toward aging play in the aging process. □

MINORITY AGING*

IDENTIFYING INFORMATION

AUTHOR: E. Percil Stanford

AVAILABILITY: Center on Aging, School of Social Work
San Diego State University
San Diego, California
(*Minority Aging* is currently out of print)

PUBLICATION DATE: 1974

MEDIUM: Print (conference report) 175 pp.

SUBJECT AREAS: Minority aging; Cross-cultural aspects of aging

PROGRAM FUNDING: The Institute on Minority Aging was funded by a grant from the Manpower Development Division (Formerly Title V) of the Administration on Aging. (Grant No. AoA 94-P-7[illegible]-036/9-01).

PROGRAM DEVELOPMENT: This handbook is a report of the proceedings of the Institute on Minority Aging, January 1974, Center on Aging, San Diego State University.

APPLICATION

INTENDED USERS: The developers do not specify potential users but the analysts feel that these institute proceedings could be used as a resource by trainers, educators, graduate students, and professionals in sociology and gerontology.

CONTEXTS: These institute proceedings are comprised of keynote speeches, workshops, reports and bibliographic references that could be used in lectures, small group discussions and individualized instruction as well as a resource for workshops, in-service training and practices.

INTENT

DEVELOPERS' RATIONALE: The developers organized the Institute in order to begin to

*Available from SCAN, Rockville, MD (See page vi).

synthesize knowledge that would provide realistic information for moving ahead in specific areas of practice in minority aging which are agreed upon by individuals of diverse cultural backgrounds.

GOALS AND OBJECTIVES: The overall goal of the various papers and discussions is to provide clarification on some of the common problems in minority aging and to suggest approaches to some of those problems. Specific questions to be answered are:

- What have been the experiences of the formative years for the minority group older person?
- Has the person always lived in this country?
- What have been their work and leisure patterns?
- What has been their religious preference?
- How do they view themselves as aging individuals?

SCOPE

CONTENTS: Part One: Keynote speeches

- Growing old in the ethno-system (by Dr. Barbara Solemon) (7 pages)
- NIMH and aging (by Mr. K. Patrick Okeera) (5 pages)
- The aging minority (by Mrs. Luisa L. Trinidad) (3 pages)
- The older American Indian—some considerations (by Rev. Harry Long) (3 pages)
- The Spanish heritage elderly (by Mr. Pablo Sanchez) (8 pages)

Part Two: Workshops

- Social policy workshop (15 pages)
- Service delivery and consumer participation workshop (23 pages)
- Health and environment workshop (13 pages)
- Curriculum development workshop (8 pages)
- Research workshop (11 pages)
- Theory workshop (8 pages)

Part Three: Summary reports on each workshop (23 pages)

Part Four: Appendices

The appendices include the following:

- preliminary report of the Institute on Minority Aging (3 pages)
- program of the Institute
- list of participants (7 pages)
- bibliography (15 pages) including books, journal articles, American Indian newspapers, documents and unpublished materials on minority aging

METHODOLOGY: No methodology is suggested by the developers; the analysts feel that the information provided may be adapted for use in a variety of ways.

CRITIQUE

ANALYSTS' COMMENTS: The analysts feel that the extensive bibliographic listing is extremely useful. One analyst comments that the printed matter does not give detailed explanation of lifestyle differences and that the photographs appear contrived. Both analysts feel that this material is useful as a source of information on minority aging and current trends in research. □

PLANNING HANDBOOK: TRANSPORTATION SERVICES FOR THE ELDERLY *

IDENTIFYING INFORMATION

AUTHORS: Institute of Public Administration

AVAILABILITY: The Administration on Aging
Department of HEW
Washington, D.C. 20201
DHEW Publication No. (OHD) 76-20280

PUBLICATION DATE: 1975

MEDIUM: Print (self teaching guide) 267 pp.

SUBJECT AREAS: Transportation; Planning and program administration; Needs assessment

PROGRAM FUNDING: This handbook was sponsored by the Administration on Aging of the Department of Health, Education and Welfare under Grant Number 93-P-57405/1-01.

PROGRAM DEVELOPMENT: This text was developed for the Administration on Aging by the Institute of Public Administration, whose staff visited various transportation systems, projects and vehicle manufacturors prior to developing the handbook.

APPLICATION

INTENDED USERS: The target groups for whom the handbook was prepared are the professional staffs of the Area Agencies on Aging (AAA's), State Agencies on Aging, and other groups concerned with the elderly and aging. It can also be used by others interested in developing special transportation services.

CONTEXTS: It is implied that this handbook is to be used as a reference, a how-to manual designed to help bridge a technical gap. One analyst infers that it could easily be used as a text for a short course.

INTENT

DEVELOPERS' RATIONALE: The developers specify that the planning, implementation and operation of transportation services for special-need groups often depends on the participation of persons of diverse professional orientations. Specific transportation planning experience may not be available to a prospective project, in order to help the project develop the impetus which knowledgeable design and careful targeting of the services may produce. The handbook was undertaken, therefore, to help bridge this technical gap.

GOALS AND OBJECTIVES: The overall goal of this handbook is to provide guidance and assistance in the designing and running of a special transportation service. The specific objectives are to identify all of the steps and procedures that would be needed to bring a transport project into operation from the initial planning to the start-up phase.

SCOPE

CONTENTS:
Section One: Getting started (9 pages)
Section Two: Building a sound data base (34 pages)
Section Three: Designing the service (31 pages)
Section Four: Selecting the right equipment (44 pages)
Section Five: Running the project (41 pages)
Section Six: Putting the budget together (24 pages)
Section Seven: Monitoring and evaluation (23 pages)
Section Eight: Paying for the project (32 pages)
Section Nine: Some problems to watch for (14 pages)
Appendices

The appendices include some sample survey forms, a route information chart, a list of vehicle suppliers, and a layout for operating expense analysis. (15 pages)

Coverage is comprehensive, with many illustrations, i.e. forms, sample pages from census reports, schedule charts, tables of funding sources, etc. One analyst comments that the extensive depth and

*Available from SCAN, Rockville, MD (See page vi).

scope of information presented may be cumbersome for the program administrator looking for quick answers. Care has been taken, though, to present the information in as clear and straightforward a format as the subject allows.

METHODOLOGY: It is to be used as a how-to reference manual. No specific methodology is implied for use with the text.

INSTRUCTOR PREPARATION: If this is to be the basis for a training program, considerable preparation is necessary, for no direction is provided regarding the structuring of an educational experience.

CRITIQUE

CURRENCY OF CONTENT: The census examples are from 1970 with updates not mentioned.

ANALYSTS' COMMENTS: This handbook is described as an extremely useful guide for program administrators. It provides an introduction to the use and supplementation of basic data sources for needs assessment; an orientation to principles of survey design and administration; and examples of administrative tools that could be adapted for use in managing various programs—not just transportation. In addition, detailed information is provided regarding technical transportation issues.

One analyst comments that a novice who read and assimilated all the information provided in this guide would no longer be a novice. The guide reads well, which is a major strength. Its weaknesses lie in its rather dull report-like format, its lack of a bibliography to direct the reader to other information sources (although certain other sources are footnoted), and its lack of an instructional design.

□

AGING AND ORGANIC BRAIN SYNDROME

IDENTIFYING INFORMATION

AUTHORS: Alvin I. Goldfarb
Shervert Frazier

AVAILABILITY: Health Learning Systems, Inc.
1455 Broad Street
Bloomfield, New Jersey 07003

PUBLICATION DATE: 1974

MEDIUM: Print (Monograph) 23 pp.

SUBJECT AREAS: Physiological, psychological and medical aspects of aging; Professionals in health services; Mental health

PROGRAM FUNDING: This monograph was funded from a grant by: McNeil Laboratories, Inc.
Fort Washington, Pennsylvania

APPLICATION

INTENDED USERS: The developers specify that this monograph is intended for use by physicians. The analysts feel that this monograph would be useful to any professional in the field of aging.

CONTEXTS: The developers specify that this monograph is to be used as an aid to the physician in diagnosis. The analysts feel that it can also be adapted for use as a resource in formally organized courses for graduate students, or as a resource for workshops, training sessions and individual use by professionals in the field of aging.

INTENT

DEVELOPER'S RATIONALE: The developers propose to fill a gap in knowledge about psychiatric disorder in a geriatric patient. They feel that cerebral arteriosclerosis has been overcited as a cause of disorder, and that the possibility of organic brain syndrome has often been overlooked.

GOALS AND OBJECTIVES: This monograph is designed to serve as a practical guide for the physician, to help him recognize the most common mental disorders of the aged, to aid in determining what is treatable and to assist him in providing the best possible patient care.

SCOPE

CONTENTS: Part One: Defining the problem

The topics covered include aspects of epidemiology, mental disorders of the aged and characteristics of organic brain syndrome (6 pages).

Part Two: Recognizing the problem

The topics covered include aspects of the office diagnosis, the medical workup, diagnosis by more specialized tests, and disorders of affect and thought content. A copy of the Mental Status Questionnaire is included (8 pages).

Part Three: Treating the problem

The topics covered include aspects of the living environment and the challenge and the reward for the physician (4 pages).

METHODOLOGY: No methodology is apparent from the monograph; the analysts propose that the method for using this monograph as a resource is up to the reader. One analyst suggests that this monograph could be easily used in a lecture situation.

CRITIQUE

BIAS OF CONTENT: One analyst feels that there is a bias towards drug use and institutionalization as methods of treatment, and that there is limited attention given to social aspects of aging. This analyst comments that the bias towards drug use in the monograph may be due to the fact that a pharmaceutical firm financed the project. One analyst feels that the author does not emphasize enough caution in interpreting the Mental Status Questionnaire, and that the author uses the term senile too freely and without explication.

ANALYSTS' COMMENTS: The analysts feel that the monograph is usable as it is, and is a clear and consise overview of the problem. The language, though somewhat technical, is still understandable to professionals other than physicians. One analyst comments that the monograph emphasizes a need for attitude change on the part of physicians towards the elderly, and that this material is an important step in that direction. □

MULTIDIMENSIONAL FUNCTIONAL ASSESSMENTS: THE OARS METHODOLOGY*

IDENTIFYING INFORMATION

AUTHOR: Eric Pfeiffer

AVAILABILITY: OARS Program
Box 2914
Duke University Medical Center
Durham, North Carolina 27710
Cost: $6.00

PUBLICATION DATE: c. 1975

MEDIUM: Print (training manual) 134 pp.

SUBJECT AREAS: Training techniques and design; Assessment of clients

PROGRAM FUNDING: The OARS Project (Older Americans Resources and Services) was funded by grants from the Administration on Aging, the Health Resources Administration and the Social and Rehabilitation Service. These funds allowed the OARS Project to develop strategies and instruments for the assessment of impaired adults that have been field-tested and found to be highly reliable.

PROGRAM DEVELOPMENT: This manual was developed after four years of detailed work and revision at the Duke University Center for the Study of Aging and Human Development at the request of the Administration on Aging (1971).

ADDITIONAL COSTS: These costs would be incurred at the two day training session conducted by the OARS Project at Duke University.

APPLICATION

INTENDED USERS: The developers suggest that this training manual is most useful for health care practitioners and health care planners but it has been designed for use by both professionals and nonprofessionals alike.

CONTEXTS: The analysts infer that this resource may be used in workshops, in-service training or practicum settings. The developers of the manual feel that a formal training period of two days by the OARS Project Staff is necessary for successful use of this resource.

INTENT

DEVELOPERS' RATIONALE: The developers state that this manual was produced to provide a reliable and valid practical assessment methodology that had previously been lacking in the field of aging.

GOALS AND OBJECTIVES: The principal goal of this manual is to describe a technology for assessment of multiple areas of functioning, providing a comprehensive profile of individuals in order to avoid premature judgments about what is wrong and about what services are indicated. Specific objectives involve:

- Giving decision makers a basis upon which to plan services
- Helping locate those elderly persons in greatest need for services
- Assisting all persons in the health and social services professions to systematically evaluate the elderly population

SCOPE

CONTENTS: Chapter One: Multidimensional functional assessment: Why and how (author: E. Pfeiffer)

This chapter first describes general desirable characteristics of an assessment methodology and then describes the specific characteristics of the OARS Multidimensional Functional Assessment Strategy developed at Duke University. This is followed by discussions of the applicability of the OARS method to other programs and information about other support services available. (22 pages)

Chapter Two: Administration of the OARS Multidimensional Functional Assessment Questionnaire (author: C. Service)

This chapter describes the administration of the questionnaire, the rating process and an outline of the questions. (16 pages)

Chapter Three: Reliability and validity of the OARS Multidimensional Functional Assessment Questionnaire (author: G. Fillenbaum)

This chapter describes the development of the questionnaire and an assessment of its reliability and validity. (12 pages)

*Available from SCAN, Rockville, MD (See page vi).

MULTIDIMENSIONAL FUNCTIONAL ASSESSMENTS: THE OARS METHODOLOGY (Con't)

Chapter Four: Application of the OARS methodology to three populations of the elderly: A report to the community

This chapter includes some background information, a survey of community-resident elderly, a survey of the clinic population and a survey of institutionalized elderly. (28 pages)

Appendices

The appendices include the complete OARS questionnaire (33 pages) and a list of 24 generic services with descriptions and definitions of these services. (13 pages)

METHODOLOGY: This manual is to be used as a resource describing the OARS Project. A two day training period at the OARS Project is required for complete utilization of the methodology described in the manual.

CRITIQUE

ANALYSTS' COMMENTS: The analysts feel that this manual is a usable and excellent overview of a methodology if it is followed through with the two day training session, and that it would not be usable without the session. One analyst comments that the instruments used by the OARS Program appear to be thoroughly tested and are highly reliable. The everyday language used in the questionnaire is considered an advantage of the OARS Program. One analyst comments that a problem with this methodology is that the untrained interviewer may attempt this questionnaire without first acquiring the necessary skills and knowledge. □

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AGING AND MENTAL HEALTH: POSITIVE PSYCHOSOCIAL APPROACHES

IDENTIFYING INFORMATION

AUTHORS: Robert N. Butler
Myrna I. Lewis

AVAILABILITY: C.V. Mosby Company
St. Louis, Missouri
Cost: $8.50

PUBLICATION DATE: c. 1977 (2nd edition)

MEDIUM: Print (text) 365 pp.

SUBJECT AREAS: General, physiological, psychological, and social aspects of aging; Mental health

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This book developed out of the authors' experiences working in the field of psychotherapy.

APPLICATION

INTENDED USERS: The developers suggest that this book is of use to mental health specialists, ministers, physicians, social workers, nurses and all others who deal with emotional crises that confront older persons. Analysts infer that this book may also be of use to graduates and undergraduates with some background in psychology, sociology or gerontology who are interested in aging.

CONTEXTS: Analysts suggest that this material would be useful as a resource for a formally organized course, a workshop, an in-service training, a practicum, or an individual learning experience.

INTENT

DEVELOPERS' RATIONALE: The developers address the need to orient workers in the field as well as older lay persons toward a healthy and realistic attitude

toward aging. They stress the need for a basic education on the nature of old age and its problems in order to increase the quality of mental health care of the elderly.

GOALS AND OBJECTIVES: The authors hope that readers of this book achieve a better understanding of older people and their problems—from physical, social, cultural and economic points of view. The authors also hope to educate the readers as to practical and positive approaches of evaluation, treatment and prevention of mental disorders in the later years of life.

SCOPE

CONTENTS: Part One: The nature and problems of old age

Chapter One: Who are the elderly? (14 pages)

Chapter Two: Healthy, successful old age (17 pages)

Chapter Three: Common emotional problems (18 pages)

Chapter Four: Functional disorders (23 pages)

Chapter Five: Organic brain disorders (17 pages)

Chapter Six: Special concerns (racism, sexism, retirement, crime, alchoholism, deafness, blindness, sexuality) (27 pages)

Chapter Seven: Older people and their families (14 pages)

Part Two: Evaluation, treatment and prevention

Chapter Eight: General treatment principles (21 pages)

Chapter Nine: Diagnostic evaluation: how to do a work-up (53 pages)

Chapter Ten: How to keep people at home (25 pages)

Chapter Eleven: Proper institutional care (27 pages)

Chapter Twelve: Psychotherapy and environmental therapy (18 pages)

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Chapter Thirteen: Drug and electroshock therapy (11 pages)

Chapter Fourteen: Treatment of specific conditions (14 pages)

Chapter Fifteen: Old age and the future (11 pages)

Appendices

- Sources of gerontological and geriatric literature (2 pages)
- Organizations pertaining to the elderly (3 pages)
- Government programs for the elderly (3 pages)
- Grant programs and social services (3 pages)
- Training and education in gerontology and geriatrics (1 page)
- Staff in-service education material for work with older people (2 pages)

METHODOLOGY: The developers leave the methodology up to the user. Analysts recommend that the material be used as a resource for preparing lectures and instructor-centered discussions, or for self instruction.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts rate the book as usable and excellent. One analyst feels that the appendices would be particularly helpful to someone needing an introduction to the field of aging and mental health. The other analyst commends the book for its positive approach to aging. This analyst notes that *Aging and Mental Health* is one of the basic books recommended by experienced mental health professionals working with older adults to those new in the field. □

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WORKING WITH THE ELDERLY: A TRAINING MANUAL

IDENTIFYING INFORMATION

AUTHORS: E.S. Deichman
C.P. O'Kane

AVAILABILITY: Potentials Development
20 N. Pearl Street
Buffalo, New York 14202
Cost: $9.85

PUBLICATION DATE: 1975

MEDIUM: Print (training manual) 144 pp.

SUBJECT AREAS: General aspects of aging; Physiological aspects of aging; Psychological aspects of aging; Paraprofessionals and professionals in health services; Long-term care staff education and training; Planning and program administration; Reality orientation; Rehabilitation; Volunteers

PROGRAM FUNDING: This manual was funded by a grant from the New York State Division of Manpower.

PROGRAM DEVELOPMENT: The development of this manual was sponsored by the Department of Occupational Therapy, School of Health Related Professions, SUNYAB, and the New York State Department of Health.

APPLICATION

INTENDED USERS: The developers specify that this manual be used in training programs for activity leaders in long-term care facilities. Analysts infer that it may also be appropriate for use as an information resource by professionals such as social workers, therapists and nurses who work with the elderly in long-term care.

CONTEXTS: The developers specify that this manual be used in a training workshop. Analysts infer that it may also be used as a resource in a formally organized course or in an individual learning situation.

INTENT

DEVELOPERS' RATIONALE: In 1967 the New York State Hospital Code, nursing home section, mandated that each nursing home should have an activity program and should hire a person to plan, organize and run such a program. This manual was designed as part of a training program for such activity leaders.

GOALS AND OBJECTIVES: The overall goal of this manual is to help trainees to see each patient as an individual with varied life experience, and to help him make a plan enabling the patient to live as full a life as possible in a nursing home. Three stated objectives are:

- To be able to demonstrate competency in the planning and carrying out of activities which increase participation for the elderly in their social environment
- To learn specific techniques in a milieu therapy setting which are conducive to the individual's achievement of his maximum level of function
- To be able to apply creative and original thinking in developing the techniques required for the above objectives

SCOPE

CONTENTS: The main body of the manual (Sections One, Two and Three) consists of lectures given by speakers at the Lake Area Education Center's activity leaders training program in March and April of 1973. The schedule of events for the training program is contained in the appendix.

Section One: Essential concepts

- The activity program—its purpose and relationship to daily life (3 pages). (Authors: E. Deichman and C. O'Kane)
- Destruction of the identity (2 pages). (Author: V. McIver)
- Psychological aspects of the aging process (4 pages). (Author: A.J. Loman)
- Ways of living and dying (3 pages). (Author: C. O'Kane)
- Hello—an attitude of positive expectancy (4 pages). (Author: E. Deichman)
- Professional ethics (3 pages). (Author: G. Sterns)

Section Two: The specialist's approach

- A social worker looks at the problems of the elderly (3 pages). (Author: J. Costantino)
- A director of hospital services looks at the need for a social worker in the care of the elderly (2 pages). (Author: V. McIver)
- A registered nurse considers nursing attitudes to the elderly (2 pages). (Author: V. McIver)
- A physical therapist considers physical therapy in relation to the treatment of the elderly (4 pages). (Author: D. Shaw)
- An occupational therapist considers occupational therapy with the elderly (3 pages). (Author: C. Schwartz)
- A speech therapist considers speech and hearing problems for the elderly (8 pages). (Author: D. Battle)
- A rehabilitation consultant considers the problems of diminishing vision in an aging population (6 pages). (Author: R.H. Fabry)

Section Three: Opportunities for developing creative and original activities

- The relationship of the activities program to restorative services provided for nursing home patients (3 pages). (Author: A. Mellinger)
- Basic principles in working with the elderly (4 pages). (Author: M. Kirchhofer)
- Remotivation (4 pages). (Author: D. DeCarr)
- Reality orientation (6 pages). (Author: D. Livingston)
- Activities—how to use them, who to involve in their preparation and presentation (10 pages). (Author: M.J. Carroll)
- The value of music. Suggestions for how to use music with the elderly (6 pages). (Author: L. Gordon)
- Volunteers—the value to the total program of good volunteers (4 pages). (Author: B.A. Reilly)

Appendices:

- Evaluation of the Lake Area Education Center's activity leaders training course (9 pages). (Author: R.F. Corrigan)
- Simple rules for reality orientation in working with persons who are confused (1 page). (Author: R. Hunt)
- Some essentials in program planning (2 pages). (Author: P. Armstrong)
- Outline for patient profile—social service department (1 page). (Author: P. Armstrong)
- Some philosophical objectives for an activities program in a nursing home or intermediate care facility (1 page). (Author: P. Armstrong)

- Procedure for planning a party (2 pages). (Author: C. Schwartz)
- Sample calendar (4 pages). (Authors: B.W. Rodman and P.B. Bagley)
- Course outline for activity leader training program (6 pages).
- Contributors' biographies (16 pages).
- Possible further reading (5 pages).

METHODOLOGY: The course outline implies a number of different methodologies, including lecture, large group discussion, small group discussion, and experiential training such as role-playing and visiting a nursing home. However, all but the lectures are left up to the design of a program developer.

The course outline specifies the program's taking place over two five day periods approximately three weeks apart. Each of the two sessions takes up about 32 hours. A typical daily session follows:

9:30-10:45	Lecture on reality orientation
10:15-10:45	Small groups. Each group to become involved in associations relating to a birthday
10:45-11:00	Application for use with residents
11:00-12:15	Coffee. Lecture on dynamics of aging
12:30-1:30	Lunch
2:00-3:30	Lecture on medical aspects of aging
3:45-5:00	Lecture on relationship of activities to restorative services
6:00-7:00	Dinner (ask participants to bring to the evening session a number of personal items that they would take as new residents to a long term facility)
7:30-9:00	Small groups. Role playing, communications
9:00-9:30	Large group session. Discussing and review

INSTRUCTOR PREPARATION: In order to carry out an activity leader's training program like that specified by the outline, the instructor must have knowledge of types of nursing home activities and their value for the residents, as well as an expertise in gerontology, nursing homes and program planning. In addition, the instructor should be skilled in facilitating group discussion and in leading small group exercises such as role-playing. Topics for discussion and for role playing must be developed by the instructor.

WORKING WITH THE ELDERLY: A TRAINING MANUAL (Con't)

MEANS OF EVALUATION: The Lake Area Center's activity leader's training program was evaluated by means of a questionnaire which was given to participants upon completion of the program and again six months later. The questionnaire and its results are reproduced in the training guide. The questionnaire asks the participants to rate the program's effectiveness in increasing knowledge in specific areas and to rate the usefulness of various aspects of the program, such as lectures, discussions, films, craft demonstrations, etc.

CRITIQUE

ANALYSTS' COMMENTS: Analysts rate the manual as usable, but they stress that an instructor could not present the sessions indicated in the course outline by relying solely on the materials in the manual. Much more detail on method is needed in order to effectively carry out the outlined course. However, the papers presented in the manual are excellent background materials for the trainer and could be used as lecture content.

One analyst describes a lack of creative programming and innovative suggestions for activities in the manual. □

HOUSING FOR THE ELDERLY: A TRAINING MANUAL

IDENTIFYING INFORMATION

AUTHOR: James S. McCullough

AVAILABILITY: Extension Division
The University of North Carolina
Chapel Hill, North Carolina 27514

PUBLICATION DATE: 1975

MEDIUM: Print (training manual) 42 pp.

SUBJECT AREAS: Housing

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: The developers specify that this manual be used in training the staff members of local agencies which counsel elderly clients on housing problems.

CONTEXTS: The analysts infer that the manual be used as a resource for a workshop, for in-service training, or for a formally organized short course.

INTENT

DEVELOPERS' RATIONALE: The manual is designed to educate trainees as to the importance of considering the housing needs of the elderly not just in terms of adequate physical shelter, but from social and economic aspects as well.

GOALS AND OBJECTIVES: At the end of the training session, the participant is expected to be an effective housing counselor for the elderly client. Specifically the participant should be able to:

- Help the elderly client understand his or her particular housing problem
- Assist the client in securing the most suitable housing available

- Appraise different housing needs of the elderly in the community and communicate useful information to local planners who design housing assistance programs for the community

Specific objectives are cited for each of five two-hour training sessions. For example, following session one, each participant should be able to:

- List and describe the major housing problems faced by many older persons
- Identify and discuss some of the causes for the elderly's housing problems
- Identify some of his or her own biases

SCOPE

CONTENTS: Detailed instructional guidelines and all necessary materials for each of the five sessions are included in the manual.

Session One: Introduction to housing problems of the elderly

In this session, which contains information about the elderly's most prevalent housing problems, the participants play an instructional game called Housing for the Elderly. (9 pages)

Session Two: Locational factors in housing for the elderly

Trainers develop and discuss a checklist of important locational factors for elderly households. (2 pages)

Session Three: Economic aspects of housing

Trainees learn how to calculate total housing costs, how to apply information gained in the session to a realistic counseling situation, and how to go about collecting relevant information on housing cost. (7 pages)

Session Four: The housing counseling process

Trainees learn strategies for making contact with potential clients in the community and become aware of the advantages and disadvantages of various types of available housing. (9 pages)

Session Five: Problems of relocation for the elderly

The trainee learns what moving can mean to the elderly, and how the counselor can assist the client in getting through the most difficult phases of the moving process. (6 pages)

One analyst feels that the content presupposes that the trainees are already familiar with basic concepts in counseling.

METHODOLOGY: Each of the five sessions is approximately two hours in length. The sessions are complementary and are designed to be taught in the sequence in which they are presented. The training sessions are built around extensive class participation, utilizing several class exercises, discussion groups and handout materials. The manual contains guidelines for discussion in each session. The author suggests that the trainer may either conduct a session exactly as it is designed or may adapt the material to his or her own style, including ideas and information that are relevant to a particular group.

Session three, a typical session, includes such guidelines for the instructor as the following:

- State the purpose of the session
- Give each participant a copy of the reading, "The cost of housing"
- Allow about 25 minutes for reading
- Give each participant a copy of the homework exercise, "How much do you think you pay for housing"
- Read over the instructions on the exercise. Allow 15 seconds for completion of part A

INSTRUCTOR PREPARATION: One analyst feels that standard teacher training is adequate for instructing this course. However, the second analyst feels that the instructor should be knowledgable about housing problems as well as about the counseling process.

CRITIQUE

ANALYSTS' COMMENTS: One analyst feels that the material is usable as is, stating that the manual is well designed to provide a limited amount of information and skill to a relatively select group (i.e., housing counselors for the elderly). However, the analyst implies that the manual could be improved by increasing the number of training sessions and providing users with a bibliography.

The second analyst feels that the manual is usable with some adaptation. The analyst implies that trainees may need prior experience in counseling since no training in this capacity is provided by the material itself. □

COMMUNICATION SKILLS FOR THE GERONTOLOGICAL PRACTITIONER

IDENTIFYING INFORMATION

AUTHORS: Lois Greenberg
Betty Fatula
Dennis R. Hameister
Tom Hickey

AVAILABILITY: The Gerontology Center
Amy Gardner House
The Pennsylvania State University
University Park, Pennsylvania 16802
Cost: $12.50

PUBLICATION DATE: c. 1976

MEDIUM: Print (training manual) 78 pp.

SUBJECT AREAS: Communication skills

PROGRAM FUNDING: Development of this manual was funded by Pennsylvania State Government appropriations to the University and by the Department of Public Welfare, Commonwealth of Pennsylvania.

PROGRAM DEVELOPMENT: This manual is one of a series of programmed short-term modules in gerontology, prepared at Pennsylvania State University's Gerontology Center of the College of Human Development.

APPLICATION

INTENDED USERS: Analysts infer that the manual is to be used in teaching communication skills to adults who provide direct services to older people.

CONTEXTS: The developers specify that the material be presented in a short course, of five two-hour sessions, or expanded by the trainer into a more lengthy course. One analyst suggests that the material might also be used in a workshop or in in-service training.

INTENT

DEVELOPERS' RATIONALE: The developers feel that it is important that those working in gerontology be able to understand the elderly and to communicate that understanding to them.

GOALS AND OBJECTIVES: The overall objective of this program is to teach trainees the skills necessary to communicate on an effective level, so that their work with the elderly will be more meaningful both for them and for the elderly person.

SCOPE

CONTENTS: Part One: General training instructions
This section suggests ways of facilitating group discussion and adult learning, recommends qualifications for both trainer and trainee, and suggests procedures for evaluating the training program. (20 pages)

Part Two: Communication skills for the gerontological practitioner

Session One: An introduction
This session includes an introductory lecture, a pre-test, and role playing and communications exercises. (6 pages)

Session Two: Nonverbal communication (14 pages)

Session Three: Verbal communication—Part One (8 pages)

Session Four: Verbal communication—Part Two (6 pages)

Session Five: Communication distortion through personal spatial behavior (10 pages)

Part Three: Evaluation: Pre-test, post-test form (2 pages)

Part Four: Appendices
Appendices include a vocabulary of affective words and a questionnaire to assess the reactions of participants to the session. (11 pages)

Part Five: Bibliography (2 pages)

METHODOLOGY: Methods of instruction include lecture, instructor-centered and small group discussion, and exercises such as role-playing.

MEANS OF EVALUATION: The module contains a questionnaire to be given both before and after the course as a means of determining how the course has increased trainees' knowledge of communication skills. Included also is a brief questionnaire to be filled out by participants at the end of each of the five sessions, asking them to evaluate that day's session.

INSTRUCTOR PREPARATION: The developers feel strongly about the need for trainers to be prepared prior to using the materials. They recommend that the instructor review the module to develop familiarity with the outline and content. Further, they recommend that trainers possess the following qualifications:

- Knowledge and/or experience in gerontology and/or working with the elderly
- Teaching experience, preferably in adult education and/or participation in a train the trainer workshop
- Professional training in a field related to the institution offering the training and/or a degree in a related profession
- Experience in reading professional literature

CRITIQUE

ANALYSTS' COMMENTS: Analysts rate the manual as usable as it stands. One analyst states that as a basic program in communication skills, the module is excellent. The analyst commends its easy modifiability for more or less intensive sessions, and its use of italics to designate trainer instructions, but feels that the coverage of listening skills is somewhat limited. Part One, entitled General training instructions, is considered excellent by the analysts. □

How-To Resources

EASY DOES IT YOGA FOR PEOPLE OVER SIXTY

IDENTIFYING INFORMATION

AUTHORS: Alice Christenson
David Rankin

AVAILABILITY: Sarawati Studio
12429 Cedar Road
Cleveland, Ohio 44106

PUBLICATION DATE: c. 1975

MEDIUM: Print (self-teaching guide) 56 pp.

SUBJECT AREAS: Physical fitness; Training program for the elderly

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This self-teaching guide was developed by the Light of Yoga Society.

APPLICATION

INTENDED USERS: The developers specify the use of this self-teaching manual by the elderly themselves. Analysts infer that this guide may be useful to trainers and educators interested in physical fitness programs for the elderly.

CONTEXTS: This self-teaching guide can be used as a resource for individualized learning by the elderly in their homes or in long-term care facilities. The developers suggest that the exercises should be self-paced. The analysts infer that this guide might be useful in a workshop setting for the elderly. The Light of Yoga Society currently sponsors workshops entitled Easy Does It Yoga for the elderly.

INTENT

DEVELOPERS' RATIONALE: The developers cite rewarding results in working with older students and feel that this experience should be shared and used by others in their search for beauty, health and meaning in their lives.

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GOALS AND OBJECTIVES: The overall goal of this guide is to enable people over 60 to begin to practice yoga on a daily basis, to improve the quality of their lives and thereby enrich and improve the entire society. Specific objectives of the guide are to provide directive information on breathing techniques, exercises and meditation.

SCOPE

CONTENTS: Preface

The preface describes the philosophy of the Light of Yoga Society on aging and old age in America .(3 pages)

Introduction

This introduction discusses the origins of yoga and its focus on breathing, exercise, relaxation and meditation. (5 pages)

Part One: The complete breath

This section discusses and illustrates breathing techniques to be used. (3 pages)

Part Two: Exercises

This section discusses goals, effects, benefits, cautions and hints on exercising. 32 exercises are described and illustrated. (30 pages)

Part Three: Complete relaxation and meditation

Yoga meditation techniques and philosophy are presented in brief form. (3 pages)

Part Four: Nutrition

Suggestions as to dietary philosophy are provided. (2 pages)

Also included are suggested readings (1 page), suggested daily routines (6 pages), as well as information about the authors (1 page).

Analysts state that detailed information is provided concerning the exercises, but that little information is provided concerning the meditation techniques.

METHODOLOGY: The developers specify that the elderly may follow the how-to instructions in the book at their own pace. They also urge that the elderly contact the Light of Yoga Society about further training.

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EASY DOES IT YOGA FOR PEOPLE OVER SIXTY (Con't)

CRITIQUE

BIAS OF CONTENT: This self-teaching guide reflects the philosophy of the Light of Yoga Society. One analyst comments that the guide seems biased as to sex as only women are portrayed in the exercises.

ANALYSTS' COMMENTS: Both analysts state that the material is usable and has high potential for meeting its goal. It is a direct, simple and easy to follow guide with effective illustrations. One analyst comments that the philosophy of the Light of Yoga Society towards aging is inspiring and appears to have realizable potential. Another analyst comments that the section discussing meditation provides enough information to provoke the reader but too little to ensure the reader's success. The guide appears to be useful both for its philosophy and its how-to description of exercises. □

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INFORMATION AND REFERRAL SERVICES: A TRAINING SYLLABUS *

IDENTIFYING INFORMATION

AUTHOR: Nicholas Long

AVAILABILITY: Institute for Interdisciplinary Studies
American Rehabilitation Foundation
123 East Grant Street
Minneapolis, Minnesota 55403

PUBLICATION DATE: 1971

MEDIUM: Print (syllabus) 42 pp.

SUBJECT AREAS: Information and referral services; Training techniques and design

PROGRAM DEVELOPMENT: This syllabus is part of a series of manuals developed by the Institute for Interdisciplinary Services, American Rehabilitation Foundation.

APPLICATION

INTENDED USERS: This syllabus was specifically designed for training information and referral center staff including volunteer staff and center managers.

CONTEXTS: The training contexts are not specified by the developers. The analysts suggest that this resource could best be used for in-service training or workshops as well as individualized learning. They recommend that the user have prior experience in training.

INTENT

DEVELOPERS' RATIONALE: The developers state than an information and referral staff should not be allowed to open unless all staff have received an orientation to the overall concept of the information referral center network, as well as to the specific services and activities of the individual center. This syllabus was developed to help provide that orientation.

*Available from SCAN, Rockville, MD (See page vi).

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GOALS AND OBJECTIVES: The overall goal of the information and referral training program is to develop staff competence in providing services including information, referral, follow-up, volunteer escort, and outreach. Specific training objectives are listed for center managers as well as center staff. Examples of objectives for center managers are:

- Working with advisory committees
- Recruiting volunteer escorts and organizing volunteer escort services
- Conducting a community resource survey

Examples of objectives for the center staff are:

- Understanding community resources and their respective systems in relation to information and referral service
- Using resource files, information and referral forms
- Assessing the need for referral
- Understanding the problems of older people

SCOPE

CONTENTS: Chapter One: The importance of staff training (1 page)

Chapter Two: Purpose and objectives of information and referral training program (3 pages)

Chapter Three: Methods for training (1 page)

Chapter Four: Formal training program (2 pages)

Chapter Five: Training in addition to formal training program (3 pages)

This chapter includes a description of on-the-job training, in-service training, consultation, conferences and meetings, newsletters and periodicals, and related educational opportunities.

Chapter Six: Training evaluation (1 page)

Appendix A: Course outline (20 pages)

- Phase I and II: Introduction to training program
- Phase I: To set up shop
- Phase I: Resource file
- Phase II: Community resources
- Phase II: Interviewing and information giving
- Phase III: Referral
- Phase III: Follow-up
- Phase III: Volunteer escort service
- Phase III: Advocacy
- Phase IV: Outreach for center managers and supervisory staff
- Phase IV: Outreach for outreach workers

Appendix B: Sample questions addressed to an information and referral service (1 page)

Appendix C: Bibliography (4 pages)

This appendix includes a list of community resources for older people, resources providing information about the elderly person, attitudes, techniques and processes of interviewing, referral, advocacy, public relations, administration and supervision, as well as general references and films.

METHODOLOGY: The developers offer specific content, but leave the methodology up to the user. Both analysts recommend lecture as the most appropriate methodology for teaching others about information and referral services.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts feel that the syllabus is usable with some adaptation and suggest that the user have prior practical and theoretical experience with information and referral services in order to make optimal use of this resource. One analyst comments that the resource seems somewhat incomplete and that the various parts do not connect smoothly. This resource is labeled a working draft, and a revised edition may be forthcoming. □

BASIC EXERCISES FOR PEOPLE OVER SIXTY*

IDENTIFYING INFORMATION

AUTHORS: National Association for Human Development

AVAILABILITY: National Association for Human Development
120 Pennsylvania Avenue, N.W.
Washington, D.C. 20006
Suggested Contribution: $1.00 each

PUBLICATION DATE: c. 1976

MEDIUM: Print (self teaching guide, pamphlet) 11 pp.

SUBJECT AREA: Physical fitness

PROGRAM FUNDING: The National Association for Human Development received a grant from the Administration on Aging in cooperation with the President's Council on Physical Fitness.

APPLICATION

INTENDED USERS: This "how to" manual is intended for use by unimpaired people over sixty who are just beginning a physical fitness program. It would also be a useful resource for trainers who coordinate physical fitness programs.

CONTEXTS: This "how to" manual can be used by people over sixty individually or in groups in any setting.

INTENT

DEVELOPERS' RATIONALE: Physical fitness is especially crucial to older persons in order to slow the aging process and to retard the degenerative diseases of the body associated with aging. Well-illustrated, clear information on various exercises should be provided to all older adults so they may develop their own physical fitness program.

GOALS AND OBJECTIVES: The goal of this manual is to provide a program of basic exercises especially designed to meet the needs of people over sixty years of age, and to increase the flexibility, strength and endurance of the elderly.

SCOPE

CONTENTS: Eighteen illustrated simple exercises and information on when to exercise are outlined as well as precautions to the elderly about overdoing their exercise program.

METHODOLOGY: Each exercise is described and illustrated in a step-by-step manner. Such exercises could be used selectively, or in larger fitness programs. The developers recommend that each exercise be done three to five times and that the session last from 35 to 40 minutes.

CRITIQUE

BIAS OF CONTENT: This manual is usable only for older adults who have no physical limitations and who have fair eyesight. (Although the print is large, the illustrations are small.)

ANALYSTS' COMMENTS: The analysts feel that this "how to" manual is usable and one analyst believes that it is excelient. One analyst describes this program as well planned and easily implemented. The only limitations of the manual are based on the individual's own capabilities. The pictures accompanying each exercise make it easy for the user to comprehend and follow instructions although older people with impaired vision may have difficulty with the small pictures. □

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*Available from SCAN, Rockville, MD (See page vi).

MODERATE EXERCISES FOR PEOPLE OVER SIXTY *

IDENTIFYING INFORMATION

AUTHORS: National Association for Human Development

AVAILABILITY: National Association for Human Development
120 Pennsylvania Avenue, N.W.
Washington, D.C. 20006
Suggested Contribution: $1.00 each

PUBLICATION DATE: c. 1976

MEDIUM: Print (self teaching guide, pamphlet) 11 pp.

SUBJECT AREA: Physical fitness

PROGRAM FUNDING: The National Association for Human Development received a grant from the Administration on Aging in cooperation with the President's Council on Physical Fitness.

APPLICATION

INTENDED USERS: This "how to" manual is intended for use by unimpaired people over sixty who are fairly physically fit. It would also be a useful resource for trainers who coordinate physical fitness programs.

CONTEXTS: This "how to" manual can be used by people over sixty individually or in groups in any setting.

INTENT

DEVELOPERS' RATIONALE: Physical fitness is especially crucial to older persons in order to slow the aging process and to retard the degenerative diseases of the body associated with aging. Well-illustrated, clear information on various exercises should be provided to all older adults so they may develop their own physical fitness program.

GOALS AND OBJECTIVES: The goal of this manual is to provide a program of moderate exercises especially designed to meet the needs of people over sixty years of age, and to increase the flexibility, strength and endurance of the elderly.

SCOPE

CONTENTS: Twenty illustrated, moderately difficult exercises are provided and information on when to exercise is described in the manual.

METHODOLOGY: Each exercise is described and illustrated in a step-by-step manner. Such exercises could be used selectively, or in larger fitness programs. The developers recommend that each exercise be done three to five times and that the session last from 35 to 40 minutes.

CRITIQUE

BIAS OF CONTENT: This manual is usable only for older adults who have no physical limitations and who have fair eyesight. (Although the print is large, the illustrations are small.)

ANALYSTS' COMMENTS: Both analysts describe this booklet as useful to those older adults who have no real physical impairments. The exercise descriptions are clear and appear to be easy to accomplish. One analyst comments that the manual would require some revision if populations with any type of disability were to use it. □

*Available from SCAN, Rockville, MD (See page vi).

THE END OF THE LINE: A SIMULATION GAME (Resources in Aging No. 4)

IDENTIFYING INFORMATION

AUTHORS: F.L. Goodman
A.T. Horn

AVAILABILITY: Urbex Affiliates, Inc.
P.O. Box 2198
Ann Arbor, Michigan 48106

PUBLICATION DATE: c. 1975

MEDIUM: Print (softbound manual) 53 pp.;
Kit (game materials)

COMPONENTS: Manual: *The End of the Line*
Game Kit: (Materials in the game kit are described in detail in the manual and are considered readily available merchandise. Therefore they could be purchased separately.) The cost of the manual is $3.50.

SUBJECT AREAS: Protective services; Social services and community programs; Planning and program administration

PROGRAM DEVELOPMENT: This game is a result of a collaborative effort between the Institute of Gerontology and the University of Michigan Extension Gaming Service. The game was field tested four times during September, 1971 at the University of Michigan Extension Gaming Service.

PROGRAM FUNDING: In 1971, the Institute of Gerontology at the University of Michigan-Wayne State received a grant from the Michigan Commission on Aging to offer a series of workshops in issues and techniques of providing protective services for the elderly. This game was developed in the course of these workshops.

APPLICATION

INTENDED USERS: This game was not designed for play by the elderly themselves, but for those who work with the elderly in order to sensitize them to the aging process and to explore strategies for providing services. All people working with the elderly in human service and protective service are appropriate targets.

CONTEXTS: This resource is appropriate for use in course-work, workshops or in-service training experiences.

INTENT

DEVELOPERS' RATIONALE: This material was developed in order to make use of a simulation game experience to sensitize people to the process of aging.

GOALS AND OBJECTIVES: The overall goal of *The End of the Line* is to give participants a feeling for what it is like to grow old and for what it is like to try to help people who are growing old. The specific objectives are described for each player. For example, the objectives of the game for players representing citizens (i.e. the elderly) are to:

- Determine personal goals (e.g. to survive, organize the community, help others, etc.)
- Assess resources they will need to carry out goals
- Develop strategies for acquiring these resources
- Communicate with other citizens and agencies about their needs, etc.

The objectives for the players representing agencies X and Y (service agencies) are to:

- Determine needs of citizens
- Develop strategies for servicing these needs
- Open communication channels
- Approach agency Z for funding

The objectives for the players representing agency Z (coordinating agency) are to:

- Decide on criteria for evaluating and funding service agencies
- Improve performance of service agencies
- Review funding requests from service agencies and allocate funds

SCOPE

CONTENTS: *The End of the Line* is a "down" game in the sense that the community's resources shrink and

people die or lose touch with reality as their memories fade. This "down" experience is intentional, for the game attempts to present the transition from a relatively vigorous life which is in touch with reality to problems characteristic of approaching senility and death. Nevertheless, the possibility exists within the game for players to generate survival strategies, such as self-help or community organization, which can keep them alive and provide an exhilarating experience as well. The contents include the following:

Chapter One: Introduction (2 pages)

Chapter Two: Overview (4 pages)

Chapter Three: Preparation
This includes a description of the basic room set-up, starting positions and resources. (6 pages)

Chapter Four: Overview of game contents (3 pages)

Chapter Five: Introduction of game
This includes briefing the participants and discussing the roles, game elements and play. (16 pages)

Chapter Six: Steps of play (1 page)

Chapter Seven: Debriefing (1 page)

Chapter Eight: Suggestions for game operations (4 pages)

Appendix A:
This includes a description of the materials needed for the game, and information on assembling the materials. (9 pages)

Appendix B:
This includes a list of selected gaming resources centers and gaming publications. (2 pages)

Appendix C:
This includes a list of protective services for the elderly. (1 page)

METHODOLOGY: The manual provides complete directive information for carrying out the game. The game requires a minimum of three players, but a fourth player who watches for overall rule enforcement would be helpful, according to one of the analysts. Each operator has tasks which enable the players to play the game. Players take the roles of older citizens, service agencies and coordinating agencies. The older citizens try to stay alive, to remain in the game by using their resources. Service agencies provide various resources to the older citizens, and coordinating agencies direct and evaluate the service agencies. The developers believe that the use of a game will enhance the learners' experience as the participants develop personal skills and attitudes through their involvement.

MEANS OF EVALUATION: One analyst feels that the debriefing session required upon the completion of the game would provide the leader/trainer with an excellent way to evaluate the learning experience. No means of evaluation are included in the guide itself.

INSTRUCTOR PREPARATION: This manual is comprehensive and detailed enough to permit a gamer with some experience to run the game successfully. Both analysts feel that the preparation entailed would be extensive and the instructor would need experience in gaming as well as in-depth familiarity with this manual.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts feel that this resource is usable and excellent. One analyst comments that gaming is one way to affect attitudes and experiential knowledge as well as to enhance skills, and that *The End of the Line* should prove helpful in all these aspects in reference to protective services. Another analyst suggests that use of the game may be difficult for many trainers due to the complexity and detail required in the gaming situation. Both analysts feel that this gaming experience will achieve its goal of sensitizing people to the problems faced by the elderly. □

HANDLE YOURSELF WITH CARE: AN INSTRUCTOR'S GUIDE FOR AN ACCIDENT PREVENTION COURSE FOR OLDER AMERICANS *

IDENTIFYING INFORMATION

AUTHORS: Dorothea J. Lewis
Richard J. Winsor

AVAILABILITY: Published by U.S. Department of Health, Education and Welfare, Office of Human Development, Administration on Aging, Washington, D.C. 20201
DHEW Publication No. (OHD) 74-20804 (IG); For sale by the Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402

PUBLICATION DATE: Reprinted 1974

MEDIUM: Print (teacher's guide) 42 pp.

SUBJECT AREAS: Education and training programs for the elderly; Safety; Accident prevention

PROGRAM FUNDING: This guide was funded by the Administration on Aging and the National Safety Council.

ADDITIONAL COSTS: Access to films, slides and audiovisual equipment is necessary in order to follow the lesson plans. Demonstration materials and handouts are also recommended.

SUPPLEMENTS: A booklet for the learner also entitled *Handle Yourself With Care* is also available from AoA.

APPLICATION

INTENDED USERS: The developers specify use of this material by volunteer instructors teaching elderly citizens about personal safety. No previous experience is required. One analyst infers that this guide might be useful to AAA directors and project directors as well as other trainers and adult educators in the field of aging. Another analyst suggests use of this guide by anyone working directly with the elderly.

CONTEXTS: The developers specify the use of this material in a five session, formally organized short course. Analysts also infer its use at workshops, community programs, or home extension services for the elderly. The material is directed at older Americans in any setting.

INTENT

DEVELOPERS' RATIONALE: The developers cite accidents as being a primary cause of crippling and often the cause of death of older people. Many of these accidents could be prevented if sufficient information on averting accidents were provided directly to older persons. This guide was developed to help meet this need.

GOALS AND OBJECTIVES: The overall goal of this material is to help reduce the possibility of accidents among older people by training them in accident prevention. Specific objectives are provided for each of the four proposed lessons in the training course. These objectives include:

- Introducing the idea that something can be done about accidents
- Alerting the elderly to specific dangers in the home, stressing falls and their possible effects
- Describing methods of fire prevention and escape
- Alerting the elderly to driving and pedestrian hazards and their prevention

SCOPE

CONTENTS: Introduction
Topics include: general preparations for all meetings, a description of audiovisual aids, methods of presentation and procedures, and ideas on reaching older people. (4 pages)

Lesson One: Dangers in the home (6 pages)

Lesson Two: How to fall proof your home (8 pages)

Lesson Three: How to fire proof your home (10 pages)

Lesson Four: When you walk and drive (9 pages)

*Available from SCAN, Rockville, MD (See page vi).

Appendices

Included as appendices are a home safety questionnaire that is to be given out at the first session, and a certificate of course completion to be given out at the last session.

All lessons include objectives, recommended teaching methods and resource materials and a word-by-word lecture on the topic as well as ideas on how to present the lecture. Analysts describe the coverage as extensive and comprehensive with much detailed information provided.

METHODOLOGY: The instructional methods for pursuing each of the lessons are explicitly laid out by the developers. A typical session would include showing the film specified in each lesson and discussing the film afterwards, followed by the lecture that is provided in the text. Demonstrations and guest speakers are recommended.

INSTRUCTOR PREPARATION: The developers have created this material for volunteer instructors and assume no prior experience or knowledge. They recommend that potential instructors become familiar with the text and suggested films and become knoweldgable about community resources and any special accident problems in their local communities before beginning the course. If the instructor has had previous experience, then the text directs the user to skip the introduction and go directly to the content areas.

CRITIQUE

ANALYSTS' COMMENTS: One analyst describes the material as usable and excellent with comprehensive coverage of needed materials for providing a thorough course on accident prevention. It is definitely designed for use by novice instructors, and provides enough information for this to be successful. Another analyst feels that the material is overly detailed and directed and that even a novice instructor might find it too elementary. □

Training Manuals

TRIGGER FILMS ON AGING

IDENTIFYING INFORMATION

AUTHORS: Wilma Donahue
Alfred Slote
William LaCrosse

AVAILABILITY: University of Michigan Television Center
400 Fourth Street
Ann Arbor, Michigan 48109
Cost: $180.00

PUBLICATION DATE: c. 1971

MEDIUM: Film (16mm, color, sound)

SUBJECT AREAS: Social and psychological aspects of aging

PROGRAM FUNDING: Administration on Aging

PROGRAM DEVELOPMENT: This film was developed for the National White House Conference on Aging.

APPLICATION

INTENDED USERS: The developers specify the use of this film with social workers, gerontologists, and students in the field of aging.

CONTEXTS: Analysts infer that this film may be used as a stimulus for discussion in any context such as organized courses, workshops or in-service training.

INTENT

DEVELOPER'S RATIONALE: This film was developed to illustrate some of the problems of growing old and to stimulate discussion.

GOALS AND OBJECTIVES: The overall goal of this film is to increase understanding of the problems of the aged and to humanize situations to professionals in the field.

SCOPE

CONTENTS: The film includes five brief vignettes of problems faced by the elderly designed to trigger discussion among the audience. The vignettes vary in length from one to four minutes.

Mrs. P
This vignette illustrates the problems for the elderly of keeping a job

To Market To Market
This vignette illustrates the limited resources available to the elderly.

The Center
This vignette illustrates the frustrations felt by the elderly in encounters with youth.

Tagged
This vignette illustrates dispossession faced by the elderly.

Dinnertime
This vignette illustrates the everyday loneliness experienced by the aged.

These vignettes provide only brief pictures allowing the audience to form their own conclusions.

METHODOLOGY: The methodology involves viewing the film either in its entirety, or vignette by vignette and then provoking discussion among the audience.

CRITIQUE

BIAS OF CONTENT: These vignettes only portray situations concerning the elderly woman and do not address problems faced by the elderly male or couple.

ANALYSTS' COMMENTS: Both analysts feel that the film is usable and excellent. One analyst comments that the film is especially good as a sensitizing experience for any audience who has never been exposed to the problems of the elderly. Both analysts comment that the follow-up discussion is the critical element of the experience and that this discussion should lead to thought on the analysis and solution of the problems. □

ADMINISTRATION OF LONG TERM HEALTH CARE FACILITIES: A SYLLABUS

IDENTIFYING INFORMATION

AUTHORS: Woodrow W. Morris
Donna Davis

AVAILABILITY: Bureau of Educational Research and Services
C-20 East Hall
The University of Iowa
Iowa City, Iowa 52240
Cost: $20.00

PUBLICATION DATE: c. 1971

MEDIUM: Print (14 syllabi) Total 495 pp.

COMPONENTS:

I: *Biological Aspects of Aging*
H. Jacobs (24 pages)

II. *Psychological Aspects of Aging*
W.W. Morris (29 pages)

III. *Societal Aspects of Aging*
H.L. Jacobs (41 pages)

IV: *Medical, Dental and Pharmaceutical Services*
D. Davis (68 pages)

V: *Nursing Care of the Aged*
B. Benfer and P. Schroder (27 pages)

VI: *The Rehabilitative Therapies*
R. Gamel (30 pages)

VII: *Social Services in Patient Care*
M.B. Killen and D. Davis (29 pages)

VIII: *Dietary Services in Patient Care*
E. Sanders (33 pages)

IX: *Community Resources and Relationships*
W. Turner (55 pages)

X: *Administrative Organization*
J. Bartlett (18 pages)

XI: *Personnel Administration*
J.P. West (22 pages)

XII: *Business Administration*
C. Baumback (23 pages)

XIII: *The Physical Plant and Environment*
F. Kilpatrick (41 pages)

XIV: *Legal Aspects and Government Programs*
W.W. Morris, P. Fox, D. Davis, and M.I. Edwards (48 pages)

The complete set (one each of 14 titles) is sold for $20.00. Single volumes may be purchased at $2.00 a copy. Sets of two to nine volumes (any title) and ten or more volumes are $1.75 and $1.50 per book respectively. (These prices are based on a 1971 price list.)

SUBJECT AREAS: Long-term staff education, training and administration; Social, psychological and biological aspects of aging; Health services; Rehabilitation; Protective services; Social, legal and community services; Training techniques and design

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: These syllabi were developed out of the University of Iowa at the Institute of Gerontology, the Psychopathic Hospital, the Program in Health Occupations Education, the College of Medicine, the Center for Labor and Management, the College of Business Administration and the Preventive Medicine and Environmental Health and Inspection Service as well as the Iowa Department of Social Services, the University of Minnesota, Occupational Education Programs and Placement Service and the Iowa Association of Homes for the Aging.

APPLICATION

INTENDED USERS: The developers specify the use of these syllabi by instructors involved in any aspect of aging. The analysts infer that these syllabi would be useful to anyone in the field of aging considering course planning or resource identification.

CONTEXTS: The developers specify the use of these syllabi for formally organized, instructor-centered courses. The analysts infer that these syllabi can be used in workshops and in-service training as well as in individualized learning.

INTENT

DEVELOPERS' RATIONALE: The developers state that the preparation of these syllabi and annotated bibliographies was undertaken in an effort to meet the need for teaching materials in the several areas important to administrators in long-term health care facilities. The new requirements of Title XIX of the Social Security Act that administrators be minimally qualified for their positions have stimulated this effort to provide the bases for consistent, carefully designed courses.

GOALS AND OBJECTIVES: The overall goal of these syllabi is to provide instructional materials to long-term health care facility administrators. The specific objectives involved in the provision of these materials are to relate information on each topic area to patient care as well as to afford administrators a better understanding of the aging process.

SCOPE

CONTENTS: This series of fourteen syllabi and annotated bibliographies address content areas which closely approximate the major areas included in the model licensure examination developed by the Professional Examination Service of the American Public Health Association. The following areas are addressed:

Area One: Gerontology

This includes syllabi on biological, psychological and social aspects of aging. (Three booklets, 94 pages total)

Area Two: Patient Care

This includes syllabi on dietary, medical, dental, pharmaceutical and nursing services as well as rehabilitative therapies, social services and community resources. (Six booklets, 252 pages total)

Area Three: Administrative processes

This includes syllabi on administrative organization, personnel and business administration, the physical plant, and legal aspects of aging. (Five booklets, 152 pages total)

Each of the individual syllabi include course outlines, objectives and readings on the topic area, and an extensive bibliographic listing of books, journals and audiovisuals. An annotated bibliography is also included in each syllabus as well as a list of publications and addresses of journals and newsletters on the topic of concern.

The developers specify that these syllabi are not meant to provide in-depth coverage themselves, but are meant to direct the user to further resources.

METHODOLOGY: No methodology is directly suggested. The developers, however, provide suggested readings, topics of discussion and behavioral objectives that will assist in the learning process. Supplementary learning experiences such as films, role-playing, demonstrations and case studies are also recommended to enhance learning. The user is expected to pick and choose among these experiences in order to create a learning session.

CRITIQUE

CURRENCY OF CONTENT: The references cited are current as of 1970. These references should be supplemented with more current bibliographies. One analyst suggests that some of the content areas identified (legal and governmental programs) need modification as they are out of date.

ANALYSTS' COMMENTS: Both analysts feel that these syllabi would be useful with added up-to-date information. The syllabi are described as very sound and thorough guides to an instructor.

One analyst comments that the syllabi are well designed and constructed and have helped to provide useful definition to the field of gerontology. □

DEVELOPING A THERAPEUTIC COMMUNITY

IDENTIFYING INFORMATION

AUTHOR: Dorothy H. Coons

AVAILABILITY: Audio-Visual Education Center
University of Michigan
416 Fourth Street
Ann Arbor, Michigan 48103
Cost: $85.00

PUBLICATION DATE: 1972

MEDIUM: Print (training manual and trainee packets) and sound filmstrips

COMPONENTS: Developing a Therapeutic Community
Part One: The therapeutic community (filmstrip and cassette, 19 frames, 30 minutes)
Part Two: Staff and patients in the therapeutic community (filmstrip and cassette, 28 frames, 45 minutes)
Part Three: Work therapy (filmstrip and cassette, 24 frames, 45 minutes)
Parts Four and Five: Social therapy; leaving the hospital (54 frames, 45 minutes)
Training manual (224 pp.)
Filmstrip manual (74 pp.)
10 packets of supplemental materials
A guide to training in Milieu Therapy (8 pp.)

The entire package is sold for $85.00. Additional copies of the two manuals may be purchased for $3.00 each, by persons who have bought a total package or by personnel whose institutions have purchased the series.

SUBJECT AREAS: Mental health; Rehabilitation

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: The developers state that this training material is the product of eight years of research and evaluation in a state medical hospital. It also reflects many more years of research and program development in a variety of institutions housing the elderly. The program was used, tested, and revised over a period of four years. Development of the program began in 1965 at the Institute of Gerontology and the Ypsilanta State Hospital.

ADDITIONAL COSTS: Use of this audiovisual package requires the use of a projector and tape player. The reproduction of various handouts included is also required.

APPLICATION

INTENDED USERS: The developers specify the use of this audio-visual package by professionals and paraprofessionals who provide services for elderly in multipurpose facilities, day care facilities, nursing homes, rehabilitation facilities, medical care facilities, and hospitals. One analyst infers that the program can also be used with undergraduate and graduate students, and possibly, with older adults.

CONTEXTS: It is specified by the developers that this audio-visual package is to be used as a resource for a formally organized short course or workshop. Analysts infer that it can also be used in in-service training.

INTENT

DEVELOPERS' RATIONALE: The audio-visual package was designed to provide the information and exercises needed which will involve participants in evaluating current practices in mental hospitals and help them consider options. One analyst infers that the authors also intend to change the attitude of staff from one that is indicative of custodial care to one of therapeutic care.

GOALS AND OBJECTIVES: The overall goal of this resource is to provide hospital personnel who are responsible for staff training with the rationale, format, content, visual material, and instructions for the development of an intensive program of treatment of mental hospital patients and for training staff in its implementation. Much of the material is also applicable to old age homes, nursing homes, and other facilities offering long term care. Specific objectives are provided throughout each of the units in the package.

SCOPE

CONTENTS: This audio-visual package is organized into ten units of a staff training series. A specific sequence of use is outlined by the developers.

Training Unit One: The concept of milieu therapy

This unit includes a discussion of the concept of milieu therapy and the relation of milieu therapy to the participants' own setting. (19 pages)

Training Unit Two: The role concept; The physical environment

This unit includes information on the patient role vs. the roles in normal society, aspects of the physical environment and the identification of therapeutic and non-therapeutic features of the environment. (22 pages) The first filmstrip, *The Therapeutic Community*, is to be used here.

Training Unit Three: Staff in the therapeutic community: Organization and functioning

This unit includes aspects of role playing of staff group meeting and uses the second filmstrip, *Staff and Patients in the Therapeutic Community*. (22 pages)

Training Unit Four: Staff growth and development

This unit includes a discussion on the emotional styles of influences and giving and receiving feedback. (22 pages)

Training Unit Five: Involving the patient

This unit includes aspects of role playing of a problem situation and impromptu role playing and uses the second filmstrip, *Staff and Patients in the Therapeutic Community*.

Training Unit Six: Motivation and communication

This unit includes techniques of motivation and staff communication with patients. (9 pages)

Training Unit Seven: Work therapy

This unit uses the third filmstrip, *Work Therapy*, and discusses aspects of therapeutic and non-therapeutic use of work, job breakdown and task levels and treatment. (26 pages)

Training Unit Eight: Social therapy: Group work and community living

This unit involves showing the first part of the fourth filmstrip, *Group Work and Community Living*. (30 pages)

Training Unit Nine: Leaving the hospital

This unit involves showing the second part of the fourth filmstrip, *Leaving the Hospital*, and discusses role playing of follow-up situations.

Training Unit Ten: Immediate and long-range goals for program development

This unit discusses the guidelines and development of therapeutic programs. (25 pages)

Each topic is to be covered in a one-half day session. The coverage appears to be detailed and extensive.

METHODOLOGY: Analysts report that a number of instructional approaches can be utilized: lecture, discussion, small-group discussion, and experiential. Directions for the instructor are said to be comprehensive.

An outline of Unit Four, Staff growth and development, serves as an example of a typical session. It does not, however, make use of the filmstrips. This session would involve the following methodology:

Part One:

- The trainer introduces the session and initiates group discussion on emotional styles of influence
- Visuals (charts) are used to describe various emotional styles of influence
- The trainer presents a mini-lecture on two kinds of emotional typologies
- A small-group exercise on emotional styles of influence follows

Part Two:

- The trainer initiates discussion by giving feedback, presumably on the earlier session
- Group exercises in giving and receiving feedback follow
- Role playing in giving and receiving feedback concludes the session

MEANS OF EVALUATION: There are no provisions for assessing trainee progress or achievement of intents. It is one analyst's opinion that Unit Ten can be used as a basis for evaluating previous learning since the final unit provides procedures for participants to look at ways to translate any new principles into programming appropriate to their own settings.

DEVELOPING A THERAPEUTIC COMMUNITY (Con't)

CRITIQUE

ANALYSTS' COMMENTS: One analyst feels the program is usable and another finds it to be usable and excellent. This appears to be a well designed program to be used either as suggested—in a five day workshop—or in other time frames. Suggestions given to the instructor at the beginning of each unit regarding teaching/learning strategies that are to be used, materials necessary, and audiovisual and other equipment that is needed are very thorough.

Possible problems in implementation and acceptance of concepts may be many, depending, in part, on motivation of a sufficient number of staff and support from administration within each work situation. □

THE AGING PROCESS: AN INSTRUCTIONAL HANDBOOK FOR TEACHING

IDENTIFYING INFORMATION

AUTHORS: Dorothy M. Johnson
Linda F. Lanmon
Jane A. Stearns

AVAILABILITY: Mississippi Council on Aging
510 George Street, Suite 340
P.O. Box 5136
Jackson, Mississippi 39216

PUBLICATION DATE: 1976

MEDIUM: Print (teaching guide) 191 pp.

SUBJECT AREAS: Courses and curricula on aging; Physiological, sociological and psychological aspects of aging; Death and dying.

PROGRAM FUNDING: The handbook was funded from the Older Americans Act Title IV-A formula grant funds awarded to the Mississippi State Agency. This handbook was contracted to the School of Social Work of the University of Southern Mississippi.

APPLICATION

INTENDED USERS: The developers specify that this handbook is being used by Area Agencies on Aging in Mississippi. The recommended use of this handbook is by instructors employed in junior colleges or colleges, direct service or planning capacities with reference to older adults and community groups, or by instructors of older adults themselves. The developers hope that the material will be useful to a variety of learner groups, varying with respect to educational level, experience and interests.

CONTEXTS: The developers propose use of the handbook in college semester courses, workshops, institutes, in-service training or even in a two hour meeting. The handbook was designed to be flexible in its use.

THE AGING PROCESS: AN INSTRUCTIONAL HANDBOOK FOR TEACHING (Con't)

INTENT

DEVELOPERS' RATIONALE: The Mississippi Council on Aging recognizes a need to train persons who serve in the aging network. This handbook is part of an effort to make a major contribution to providing a better life for older Mississippians.

GOALS AND OBJECTIVES: The overall goal of the material appears to be the provision of a diversified teaching guide. General learning objectives are provided within each of the five content units of the handbook. The objectives for each unit are:

Unit One: To provide the learner with an understanding of the adaptations of older adults from various ethnic backgrounds to changes during the life span, and how the aging processes are inter-related.

Unit Two: To provide the learner with an understanding of the adjustment of the older person to the physical processes of aging that affect sensory and sexual changes.

Unit Three: To provide the learner with an understanding of individual differences among people as they age in such functions as learning, memory, creativity and self-concept.

Unit Four: To provide the learner with an understanding of adaptations to change in the aging person's social relationships, work roles and use of time.

Unit Five: To provide the learner with a knowledge of the significance of the increasing literature and of the necessity for understanding the needs of the dying person and survivors, as well as acceptance of death as a part of life for everyone.

SCOPE

CONTENTS: The content is organized around five broadly based training units, each dealing with a particular dimension or aspect of aging with an introduction and learning objective provided. Within each unit are located several more narrowly focused modules. Each module is comprised of content to be learned, suggested learning experiences and both literature and media references specific to content.

Introduction

Topics included cover the organization, uses and users of the handbook (3 pages)

Unit One: Orientation to aging processes

A. Life span as sequential changes (5 pages)
B. Adaptations to change: Developmental tasks (3 pages)
C. Inter-relatedness of aging processes (3 pages)
D. Life satisfaction as a component of successful aging (2 pages)
E. Minority groups and the aging process (3 pages)

Unit Two: Adaptations to physical processes of aging

A. Sensory changes (3 pages)
B. Sexual changes and sexuality in the later years (3 pages)

Unit Three: Adaptations to the psychological aging processes

A. Learning, memory and creativity (cognitive changes) (3 pages)
B. Attitudes, motivation, self-concept and personality (3 pages)
C. Reminiscing and life review (2 pages)

Unit Four: Adaptations to social aspects of aging

A. Changes in family roles and intergenrational relationships (4 pages)
B. Employment and retirement from the work role (4 pages)

Unit Five: Adaptations to dying, death and bereavement

A. Adaptive phases in the dying process (5 pages)
B. Suicide and suicidal risks among the elderly (3 pages)
C. Bereavement: A response to loss through death (5 pages)

Appendices

I. Index to literature references

References include: gerontology overviews, rational policies, journals on aging, recommended basic and supplementary texts on aging as well as on a wide variety of selected topics in aging (370 references, 51 pages)

II. Mediated references outline
References include audio tapes, 16mm films, 35mm filmstrips, overhead transparencies, video tapes--all with brief descriptions and the names and addresses of the producers and distributors (171 references, 58 pages)

III. Supplementary references
References include instructor's handbooks and manuals (4 references); proceedings and reports of conferences and workshops (5 references); additional bibliographies (3 references, 3 pages)

IV. Gerontology directory
A listing of major gerontological centers and organizations in the United States (31 listings, 2 pages)

V. Glossary
Glossary of terms in the study of aging unique to gerontology (3 pages)

VI. Suggested pre-tests and attitude scales
This includes an attitudes toward aging scale (revised from Muriel Oberleder's Scale, 3 pages), Twenty Opinions (a stereotype scale, 3 pages) and opinions and ideas about death, dying and bereavement (a check-one answer scale, 1 page)

Four pages follow that list mediated materials that are available from the Mississippi Council on Aging that might be used with this handbook.

One analyst describes the content units as brief and fairly elementary, with little textual information, requiring supplementation from the instructor. The appendices appear to be quite substantial and extremely useful.

METHODOLOGY: The developers specify the methodologies to be used in each content area with complete directive information including specific references for each learning module. Recommended methodologies include lectures, instructor-centered discussions and small group discussion. An example of the methodology of a typical session recommended by the handbook follows:

Session: Physical processes of aging

Lecture: The topics of the lecture include sensory changes as stated by James D. Manney in *Aging in American Society*, differences in individual sensory changes as described by any two authors listed in the references and a discussion of factors influencing sensory changes as indicated by Douglas C. Kimmel in *Adulthood and Aging*.

Learning experiences: This experience includes a review and discussion of the filmstrip, *Perspectives on Aging, No. 2*, discussion of two transparencies illustrating sensory changes and a simulation of sensory losses as a topic for analysis.

One analyst comments that although the suggested methodologies are very directive, enough flexibility is possible so that the user may adapt these sessions to his own needs.

MEANS OF EVALUATION: Means of learner evaluation are not provided by the content units.

One of the appendices, Twenty Opinions, is an example of a stereotype scale which the developers propose can be administered at the beginning and end of a training program as a method of attitude evaluation.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts describe the handbook as usable and one analyst describes it as excellent. One analyst comments that the handbook is well organized even though the units vary in their style and presentations. Although the coverage of materials is not extensive, a wealth of information is provided on a broad range of topics. The appendices are cited as being particularly thorough and helpful.

The handbook is described as potentially valuable for college instructors who are attempting to develop course materials. □

A SOCIAL WORK GUIDE FOR LONG-TERM CARE FACILITIES

IDENTIFYING INFORMATION

AUTHOR: Elaine M. Brody

AVAILABILITY: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
DHEW Publication No. (ADMO 76-177)
Cost: $2.20

PUBLICATION DATE: c. 1974

MEDIUM: Print (Self-teaching guide) 216 pp.

SUBJECT AREAS: Long-term staff education and training; General aspects of aging; Social aspects of aging

PROGRAM FUNDING: The National Institute of Mental Health, in June of 1971, awarded a contract to the Philadelphia Geriatric Center to develop and prepare a social work guidebook for long-term care facilities for the elderly. (National Institute of Mental Health, Health Sciences and Mental Health Administration, DHEW Contract No. HSM-42-71-76)

APPLICATION

INTENDED USERS: The developers specify that this guide is intended for use by administrators, social workers, physicians, nurses and other personnel in long-term care facilities. One analyst infers that this guide can also be used by undergraduate and graduate students. Prior exposure to the area is recommended by both analysts to maximize the utility of this guide.

CONTEXTS: It is suggested by the analysts that this material be used in an in-service training context and as a resource for individualized learning. One analyst feels that the material would be useful in any learning context.

INTENT

DEVELOPERS' RATIONALE: Stimulated by the recognition of the importance of services for the institutionalized elderly, this guide was developed to meet the need for specific, concrete information on how social work services can be planned and implemented.

GOALS AND OBJECTIVES: The overall goal of this guide is to improve services to institutionalized older people and their families through the use of social work, knowledge and skills. The specific objectives are:

- To identify the role, function and value of social work in long-term care facilities.
- To provide material that can be the basis for social work practice in long-term care facilities.
- To enable administrators, physicians, nurses and other personnel in long-term care facilities to understand the potential of social work and to utilize it in enhancing the care and treatment of the institutionalized elderly.
- To educate and sensitize professionals in hospitals, family agencies, and other agencies who refer older people to long-term care.

SCOPE

CONTENTS: Part One: Introduction

Part Two: The Context (53 pages)

- An overview of long-term care facilities (author: Elias S. Cohen)
- Characteristics of institutionalized elderly (authors: Leonard E. Gottesman and Evelyn Hutchinson)
- Long-term care in the community (author: Stanley J. Brody)

Part Three: Social work services and long-term care facilities (45 pages)

- Services to applicants and families: Phases of becoming a resident of a long-term care facility
- Services to residents and families: Residence phase
- Services to residents and families: Discharge and aftercare phase
- Services to residents and families: Dying and death phase
- Social work with groups (authors: Stephen Z. Cohen and Herome Hammerman)
- Administrative considerations

Part Four: Issues (21 pages)

- Issues of institutional care (authors: Elaine M. Brody and Leonard Gottesman)
- Broad social issues (authors: Stanley J. Brody and Elias Cohen)

A SOCIAL WORK GUIDE FOR LONG-TERM CARE FACILITIES (Con't)

A bibliography on social work materials is provided (8 pages) as well as appendices which include social history guides, classification forms, questionnaires and information outlines (32 pages).

Coverage of contents was described by analysts as comprehensive and extensive, and Part Three was described as providing detailed information.

METHODOLOGY: The book can easily be adapted as a reference to the reader's needs. No specific methodology is implied for use with text.

INSTRUCTOR PREPARATION: One analyst suggests that considerable preparation and experience would be required by an instructor who wishes to use this resource as a training material as its utility rests largely on its use in in-service training.

CRITIQUE

CURRENCY OF CONTENT: Material contains references up to 1974. One analyst comments that the overview chapter by Elias S. Cohen deals with information prior to 1972 and suggests that this chapter be supplemented with more current information.

ANALYSTS' COMMENTS: One analyst comments that some chapters may be used individually as resources and that there may be some difficulty in integrating each chapter into a training program. The appendices, which attempt to systematize social and medical data, are considered quite useful. Both analysts comment on the overall usefulness of this material as a resource. One analyst comments that this resource appears most successful in selling social work to skeptical long-term care administrators. □

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STAFF DEVELOPMENT IN GERIATRIC INSTITUTIONS

IDENTIFYING INFORMATION

AUTHOR: Mark B. Kinney

AVAILABILITY: Institute of Gerontology
The University of Michigan
520 E. Liberty Street
Ann Arbor, Michigan 48109
Cost: $3.50

PUBLICATION DATE: 1976

MEDIUM: Print (manual) 75 pp.

SUBJECT AREAS: Long-term care staff education and training; Geriatric psychotherapy; Training techniques and design

PROGRAM FUNDING: Not specified

SUPPLEMENTS: Direct ties with two separate resources are made through this manual: *Developing a Therapeutic Community*, by D.H. Coons, et al., and the Milieu Therapy Training Program offered at The University of Michigan. Analysts suggest that readers refer to these resources for substantive information, since the manual itself provides only guidelines as to the techniques of training staff.

APPLICATION

INTENDED USERS: The developers specify that this manual is intended for individuals who are training the staff of agencies providing care for elderly persons.

CONTEXTS: This manual is specifically for use in planning in-service training, but the analysts infer that it may be used as a workshop resource or as a resource for individualized learning by trainers in aging who are interested in staff development.

INTENT

DEVELOPERS' RATIONALE: This manual is intended to focus

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on the processes used in designing learning experiences, rather than on a collection of exercises to be used in training. It is designed to provide a theoretical framework, often missing from other training materials, for making decisions as well as to provide tools for its application.

GOALS AND OBJECTIVES: The overall goals of the manual are:

- To provide staff trainers from geriatric institutions with a process for developing and conducting training sessions
- To develop a theoretical framework from which to make decisions
- To provide concrete tools for step-by-step application in training design
- To facilitate the development of a maximally therapeutic environment in which the elderly can maintain or re-establish self-satisfaction and functioning

Specific objectives are outlined for the trainer to enable the trainee to perform the following skills:

- Analysis of client needs
- Choosing and setting goals for training sessions
- Using the model for designing a training event
- Choosing and/or modifying the learning activities for a training session
- Using a time-line flow chart
- Using the learning techniques described
- Choosing appropriate evaluation techniques for a training session

SCOPE

CONTENTS: Section One

The topics covered describe the role of the trainer in gerontology, steps for designing a model training event and the design rationales for training events. (8 pages)

Section Two

The topics covered are the use of activities from workshops and manuals, the sequencing and modifying of activities and two exercise examples from Milieu Therapy. (32 pages) This section includes two detailed, descriptive activity flow sheets for conducting workshops as well as handouts for the workshops.

Section Three

The topics covered involve designing a training event and preparing and conducting a workshop. (2 pages)

Section Four

The topic covered involves evaluating a training event.(7 pages) This includes a workshop checklist, and a drawing of the circular process of evaluation as well as a list of evaluation techniques available to the instructor.

Section Five

This section includes selected resources such as worksheets and sample forms which focus on planning and evaluation (13 pages), an annotated bibliography (3 pages) and a selected bibliography (3 pages).

METHODOLOGY: This is a how-to manual that provides examples of materials and methodologies that can be used in various ways. One analyst suggests that this resource is best used in an individualized learning situation by trainers planning program and staff development.

MEANS OF EVALUATION: A large selection of evaluation forms and suggestions for the trainer to use in assessing the effectiveness of a training program are provided. These evaluation forms consist mostly of general open-ended questions and self-assessment questions. A means of evaluation for assessing the effectiveness of the resource itself is not provided as this material is directed at the trainer.

INSTRUCTOR PREPARATION: A trainer who hoped to use this manual would first have to become familiar with the techniques described and then apply these techniques to his situation. One analyst suggests that the manual assumes a degree of sophistication in training, and prior exposure to training techniques in aging is recommended.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts feel that this manual is usable. One analyst feels that the manual is excellent and feels that it satisfies a real need in the field of staff development in geriatric institutions. Another analyst comments that the manual is tied in with specific content developed for training in Milieu Therapy, and this may limit its use in generalized training. This manual appears most useful as a secondary resource that provides suggestions as to staff development techniques. Its application is left up to the trainer. □

TRAINING MANUAL FOR AGENCIES SERVING OLDER ADULTS

IDENTIFYING INFORMATION

AUTHORS: S.J. Rosenthal, K. Cherwony, M.H. Kuhn, D. Harris, S. Pohan, A. Urbanski, and H. Small

AVAILABILITY: Center for Social Policy and Community Development
School of Social Administration
Temple University
Philadelphia, Pennsylvania 19122

PUBLICATION DATE: Not specified (Materials are a result of a two-day training session in December, 1974).

MEDIUM: Print (training manual) 151 pp.

SUBJECT AREAS: Planning and program administration; Social services and community programs; Training techniques and design

PROGRAM FUNDING: The Institute of Applied Gerontology is funded by Title IVA funds of the Older Americans Act.

PROGRAM DEVELOPMENT: This training manual is the result of a two day training session conducted for professionals in aging by the Institute of Applied Gerontology.

APPLICATION

INTENDED USERS: This manual is intended for use by trainers in offices and agencies providing services to older persons. One analyst recommends that the trainers should already have general knowledge of the organizational structure of service agencies.

CONTEXTS: Analysts infer that this manual is intended for use as a resource for workshops or for in-service training.

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INTENT

DEVELOPERS' RATIONALE: The developers specify the need to provide a model training curriculum to be used by offices and agencies providing services to older persons. This manual is intended for use as a guide for developing a training program designed to meet the specific needs of trainers.

GOALS AND OBJECTIVES: The manual includes organizational development sessions, the goal of which is to improve the overall functioning of the agency, and staff development sessions with the goal of increasing workers' skills in interviewing, counseling, case planning, case recording, and supervision.

Each section of the manual lists specific objectives for each module within the section. Examples of these objectives involve:

- Increasing staff knowledge about the skills needed to deal with organizations
- Identifying the funding sources of aging programs
- Developing interviewing techniques
- Increasing supervisor's awareness of alternative approaches to supervision

SCOPE

CONTENTS: Session One: Introduction: The objectives and structure of training

This session includes a discussion of training developments, schedules and content of training and an identification of feelings present at the start of the training. Handouts include a schedule of a training event and a job perception survey. (10 pages)

Session Two: The organizational context of social service delivery

This session includes a discussion of definition, characteristics and pathologies of organizations as well as an analysis of the goals and structure of social service agencies. Handouts include an outline of organizational structure, a client flow chart and an organizational analysis of adult services. (20 pages)

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Session Three: The aging system and community resources

This session includes a discussion of the aging bureaucracy and its relationship to the local agency as well as an identification of available funding sources and local resources. Handouts include an illustrative map of the aging system and a procedure for tapping community resources and for mapping external influences on one's own agency. (19 pages)

Session Four: The puzzle task

This session includes a description of developing task teams as a method to achieve objectives. A group problem solving task (a puzzle) is included as a handout. (8 pages)

Session Five: Interviewing techniques

This session covers ways of applying interview techniques to elderly client populations. A role play scenario handout is included.

Session Six: Presentation of counseling skills

This session includes a distinction between interviewing and counseling, and outlines steps to enhance the trainee's competence in basic counseling skills and attitudes. Handouts include suggestions on the skills and attitudes needed for counseling elderly clients and a map of the dynamics of the counseling process. (39 pages)

Session Seven: Service management: Service planning and recording

This session covers the development of a service plan, the identification and assignment of priorities, follow-up procedures and a description of a case recording methodology. Handouts include outlines of the development of case plans, the contractual process and guidelines for case recordings. (26 pages)

Session Eight: Functions and techniques of supervision

This session covers the definition, goals, functions and methods of supervision. Handouts include a description of the Philadelphia Adult Services supervisory methods and a hypothetical supervisory situation. (19 pages)

Session Nine: The supervisory relationship

This session involves the purpose, responsibilities and styles of supervision as well as the use of a case record in supervision. (5 pages)

Session Ten: Conclusions, evaluation and bibliography

This session includes handouts for the evaluation of training services and bibliographic references on organizations, the aging system and community resources, interviewing, counseling and supervision. (30 references, 15 pages)

The developers specify that due to the large content coverage, the information is not treated in depth and they urge careful consideration as to the utilization of the contents so that they will be appropriate to the reader's specific needs.

METHODOLOGY: Methods have been suggested for each section to aid the trainer in presenting the content in the most effective manner. Methods include lectures, discussions, group tasks, role plays and exercises. According to one analyst the steps toward meeting each section's objectives are well defined for both the instructor and trainee.

MEANS OF EVALUATION: Evaluation forms are provided by the developers to help the trainer gauge the success of the training program in accomplishing the specific objectives.

CRITIQUE

ANALYSTS' COMMENTS: One analyst feels that this manual is well designed, tightly organized but flexible and would be useful even to an unseasoned trainer. Another analyst feels that the manual provides only cursory information and is useful specifically to a beginning audience. □

GUIDE FOR IN-SERVICE TRAINING FOR DEVELOPING SERVICES FOR OLDER PEOPLE *

IDENTIFYING INFORMATION

AUTHOR: Mel Spear

AVAILABILITY: Originally published by the American Public Welfare Association in 1970. Reprinted by:

The Administration on Aging
Office of Human Development
U.S. Department of Health, Education and Welfare
Washington, D.C. 20201
DHEW Publication No. (OHD) 74-20667

PUBLICATION DATE: 1970; reprinted 1974

MEDIUM: Print (training guide) 52 pp.

SUBJECT AREAS: General, social and psychological aspects of aging; Counseling services and mental health; Social services and community programs; Protective services; Training techniques and design

PROGRAM FUNDING: This guide was funded by the American Public Welfare Association and the Ford Foundation.

PROGRAM DEVELOPMENT: This guide was developed and tested by the California Department of Social Services and County Welfare Departments, who provided in-service training and prepared initial materials that served as the basis for the guide (items I through VI of the appendix were primarily supplied by the San Diego County Department of Public Welfare).

APPLICATION

INTENDED USERS: The developers specify the use of this guide by staff responsible for training personnel in public welfare agencies that provide or should provide services for older people, by social workers, by part-time aides, and by other agency staff assigned to work with the elderly. One analyst comments that a number of units could be used with graduate and undergraduate students (social work or sociology) as well.

CONTEXTS: This guide is specified for use in formally organized courses and in in-service training. The author indicates that the trainer must decide how the seven major training units are to be implemented. He also specifies that the trainer is to decide how the material is to be presented with respect to specific subjects or to a scheduled time. The components may be organized in time and frequency as weekly or bi-weekly training sessions of approximately 60 to 90 minutes each, extending 16 to 32 weeks. Analysts infer that many of the units could be used in a workshop context, as well, and in undergraduate and graduate courses in sociology or social work.

INTENT

DEVELOPERS' RATIONALE: The developers' purpose is to encourage all personnel to develop and improve resources and skills in services so as to better meet the needs of elderly people who receive public assistance.

GOALS AND OBJECTIVES: Overall goals are given in the introduction, with specific unit objectives provided at the beginning of each unit. The overall goals are:

- To improve knowledge of the aging process and of the needs of older persons, thus enhancing their awareness, sensitivity and understanding
- To stimulate and encourage interest in problems of aging
- To promote recognition of appropriate and needed services and, thus, to help older persons make fitting use of such resources

Examples of unit objectives are:

- To examine current theories and concepts about aging (unit one)
- To understand the older person (unit one)
- To evaluate statistics and trends that may aid in predicting the needs and expectations of future aged people (unit two)
- To determine the worker's role in helping the aged person to cope with illness and disability and in securing appropriate treatment and services (unit four)
- To help the worker learn the available resources within the community (unit seven)

*Available from SCAN, Rockville, MD (See page vi).

SCOPE

CONTENTS: Introduction (2 pages)

Unit One: Aging: Definitions, concepts and attitudes

This unit includes definitions of aging and the aged, understanding the older person, attitudes about aging and being aged and theoretical concepts of age. (4 pages)

Unit Two: The older American

This unit includes facts about older Americans, economics of later life, social factors of aging, and new requirements and expectations of the aged. (4 pages)

Unit Three: The aging process

This unit discusses the life span and life history of the aged, dynamic aspects of aging, the older person and his role in society, and death and dying. (4 pages)

Unit Four: Health and illness

This unit discusses the patient's physical and mental condition, the caseworker's role, and specialized care. (4 pages)

Unit Five: The agency and the elderly client

This unit discusses the client's need for assistance, sensitivity to the needs of older persons, factors to be recognized in working with the elderly, responsibilities of the worker and approaches in working with older people. (5 pages)

Unit Six: Services for the aging and aged

This unit discusses service sources, services needed, types of services available, supportive services, developmental services, and protective services. (7 pages)

Unit Seven: Community resources

This unit discusses the availability and utilization of resources, and the social advocacy role of the worker in recommending resources. (3 pages)

Appendices

Topics in the appendices include attitudes toward aging and the aged, assessment of basic sources of help for impaired individuals, medicare and medicaid, learning to work with physicians, suggested guides for field trips, recreation centers, retirement apartment homes, nursing homes, case examples, and a selected list of national organizations. (12 pages)

The analysts feel that the coverage is probably sufficient for an introduction/orientation of social workers to working with older persons. The coverage is fairly even across topics. A weakness proposed by one of the analysts is the lack of emphasis and information on normal aging and how it contrasts with the problems encountered (pathologies, decrements, etc.). Another analyst comments that the content coverage was too cursory and brief.

METHODOLOGY: The introduction provides some direction as to the structuring of sessions (i.e. 16 to 32 weekly or bi-weekly sessions) and notes methods and techniques which may be used (e.g. case examples, role playing, audio-visual materials). However no direction is provided for incorporating such methods and techniques into the units. The use of the techniques and methods mentioned is left entirely to the devices of trainer, except for (1) suggestions of discussion questions regarding attitudes (found in appendix one); (2) suggestions for field trips and things to observe (found in appendix five); and (3) provision of raw case examples (found in appendix six). The units themselves consist of three to five objectives, an outline of content to be imparted and a bibliography (in back).

MEANS OF EVALUATION: Althougn the evaluation of results is mentioned in the introduction as a phase of the training cycle, no means are provided.

INSTRUCTOR PREPARATION: The developers assume that personnel selected for training are experienced in the training process and recognize specific concepts that can be taught with appropriate use of case examples, audio-visual materials, role playing and other techniques. The trainers are urged to develop materials, audio-visual aids and book lists and to obtain appropriate films so that there may be maximum exposure from a variety of sources to stimulate the learning process of trainees.

CRITIQUE

CURRENCY OF CONTENT: Analysts feel that the material provided is current as of 1969. However, because there have been demographic and many legislative changes (e.g., SSI, Title XX and separation of income maintenance from Social Services, 1973 Amendments to the Older Americans Act, etc.) this resource is seriously dated in a number of places. Thus, the statistics provided in Unit Two are no longer correct,

GUIDE FOR IN-SERVICE TRAINING FOR DEVELOPING SERVICES FOR OLDER PEOPLE (Con't)

although the general trends are, for the most part, accurate. Because of the omission of newer information relevant to the funding and delivery of services, this guide should be used very cautiously and only with supplementary, updated information.

BIAS OF CONTENT: One analyst suggests there is a somewhat negative bias towards aging and the depiction of the overall situation of older persons in America. An assumption seems to be that ill health in old age is inevitable and that most older persons have serious health problems requiring intervention by the caseworker.

ANALYSTS' COMMENTS: One analyst comments that this guide would provide a good orientation for the trainer to the kind of content to be presented and the way to break up such content. Much supplementary material is needed, though, if a successful, valid training experience is to take place.

Another analyst feels that this resource is useful only as an outline for identifying topics to be covered in a training course and requires a competent trainer to pull together an in-depth coverage of each content area. □

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GERONTOLOGICAL PRACTITIONER TRAINING MANUAL: BASIC CONCEPTS IN AGING

IDENTIFYING INFORMATION

AUTHORS: William Rakowski
Tim Hickey

AVAILABILITY: The Gerontology Center
Amy Gardner House
The Pennsylvania State University
University Park, Pennsylvania 16802
Cost: $12.00

PUBLICATION DATE: c. 1976

MEDIUM: Print (training manual) 225 pp.

SUBJECT AREAS: Courses and curricula in aging; General, physiological, psychological and social aspects of aging

PROGRAM FUNDING: Development of this manual was funded by Pennsylvania State government appropriations to the University and by the Department of Public Welfare, Commonwealth of Pennsylvania.

PROGRAM DEVELOPMENT: This manual is one of a series of programmed short-term training modules on gerontology prepared at Pennsylvania State University's Gerontology Center of the College of Human Development.

APPLICATION

INTENDED USERS: This manual was designed to be used in instructing adult learners interested in aging who have had little or no academic background in gerontology.

CONTEXTS: Analysts infer that the manual is to be used as a resource for a formally organized short course. One analyst suggests that the material might also be used in a workshop, in in-service training, in a practicum, or as a resource for individualized instruction.

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INTENT

DEVELOPERS' RATIONALE: This manual was designed to provide learners with knowledge in basic gerontology.

GOALS AND OBJECTIVES: The objectives of the training module are to introduce learners to common concepts and current data of adult development and to create a non-threatening atmosphere for self-examination of attitudes toward aging.

SCOPE

CONTENTS: Part One: General training instructions
This section contains directions for the instructor on ways of facilitating group discussion and adult learning, recommends qualifications for both trainer and trainees, lists equipment and materials needed, and provides procedural guidelines. (23 pages)

Part Two: Basic concepts in aging
Part Two contains the content of the course. It is divided into three units, covering psychological, sociological and biological aspects of aging. Sections within each unit deal with specific subtopics. Each section includes informational lectures, training guidelines for the instructor, and questions for discussion.

Introduction:
This session includes a pre-test and a lecture on the demography of aging. (5 pages)

Unit One: Psychological aspects of aging
This unit includes sections on sensory processes, intelligence testing, learning, memory, creativity, and reminiscence. (58 pages)

Unit Two: Sociological aspects of aging
This unit includes sections on retirement issues, sexual activity, family relationships, widowhood and remarriage, and disengagement. (48 pages)

Unit Three: Biological aspects of aging
This unit includes sections on biological aging, changes in biological systems, and special problems such as arthritis and arteriosclerosis. (70 pages)

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Part Three: Appendices
Included in the appendices are the pre-test post-test, with directions for giving and scoring the test; glossaries of biological, psychological and sociological terms; and two graphs. (19 pages)

METHODOLOGY: The primary method of instruction is by means of the trainer's lectures; however discussion questions are provided, and the developers stress that a successful module depends greatly on successful discussions.

MEANS OF EVALUATION: The module contains a multiple-choice questionnaire to be given both before and after the course as a means of determining the participants' prior knowledge of aging and the knowledge gained through the course. One analyst states that the questionnaire is too superficial to adequately test the trainee's acquisition of knowledge.

INSTRUCTOR PREPARATION: The developers suggest that instructors possess a background in classroom teaching or training in a field setting, as well as some academic knowledge of the areas covered. They state that practical experience in interacting with older adults will greatly enhance the instructor's effectiveness.

CRITIQUE

ANALYSTS' COMMENTS: One analyst rates the material as usable as it stands, stating that it is adequate for an introductory overview of aging for which it was designed.

The second analyst rates the material as usable and excellent, stating that the module appears to have been carefully conceptualized and worked out. □

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TRAINING MANUAL FOR HUMAN SERVICE TECHNICIANS WORKING WITH OLDER PERSONS*

IDENTIFYING INFORMATION

AUTHOR: Louis Lowy

AVAILABILITY: Boston University Bookstore
775 Commonwealth Avenue
Boston, Massachusetts 02215
Cost: Part I $1.95, Part II $2.95

PUBLICATION DATE: c. 1968

MEDIUM: Print (trainer's manual) 107 pp.
Print (trainees' manual) 241 pp.

COMPONENTS: *Training Manual for Human Service Technicians Working With Older Persons*
Part One: Trainers (107 pages)
Part Two: Trainees (241 pages)

SUBJECT AREAS: Part One: Training techniques and design; Long-term care staff education and training
Part Two: General aspects of aging; Courses and curricula on aging

PROGRAM FUNDING: These manuals were funded by a grant from the Administration on Aging, No. PHS AA-5-66-077.

PROGRAM DEVELOPMENT: This manual is an outgrowth of a joint project between the Boston University School of Social Work and the United Community Services of Greater Boston. It evolved following a survey of the needs and problems of the aged and is a result of recommendations from that survey. The trainee part of the manual (Part Two) is an outgrowth of efforts of a panel of a number of practitioners and was field tested in a series of workshops. Following an evaluation of the workshops, these ideas were revised and included in the manual.

APPLICATION

INTENDED USERS: Part One is specified by the developers for use by trainers with guidelines for those who design and carry out a training program. Part Two is specified for use as a curriculum content resource for trainers and educators as well as for trainees and students of aging.

CONTEXTS: Analysts infer that these materials would be useful in any training or educational context such as formally organized courses, workshops, or in-service training as well as a resource for individualized learning. One analyst comments that these materials are extremely flexible for use in a variety of contexts.

INTENT

DEVELOPERS' RATIONALE: These manuals were designed to further the development of a core of practioners to train those who work with the aged, since the knowledge, attitudes and skills of such people to a great extent determine how the problems of the aged are to be handled and the needs of the aged met.

GOALS AND OBJECTIVES: The overall goal of Part One is to provide a practical and useful text on the training of personnel who help the aged. This goal was developed on the assumption that training is an art based on scientific principles.

The goal of Part Two is to provide content information on aging and the aged which is essential in order to develop further learning in this field.

SCOPE

CONTENTS: Developers state that in order to be useful and convenient, the manual is divided into two parts. Part One provides guidelines for those who design and carry out a training program. Part Two contains curricular material to be selected by trainers and trainees.

Part One: Trainers

Chapter One: Operation training: Definitions, components, assumptions (14 pages)

Chapter Two: Training Personnel: Who are the trainers? (3 pages)

Chapter Three: The training environment: The "where" of training (3 pages)

*Available from SCAN, Rockville, MD (See page vi).

Chapter Four: Training of whom? (9 pages)

Chapter Five: Selecting training objectives: Training for what? (6 pages)

Chapter Six: Designing the training curriculum: Teaching and learning what? (6 pages)

Chapter Seven: Methods of training: The how? (9 pages)

Chapter Eight: Organization of training programs: The know-how (7 pages)

Appendices: Historical development of manual (2 pages); Advisory committee (2 pages); Bibliography (1 page); Stereotype scale (10 pages); Selected outlines of training programs (15 pages); Trainee background information form (4 pages); Evaluation form (13 pages)

Part Two: Trainees

Chapter One: Major problems of aging and the aged against a perspective of the position of older people in American society today (17 pages)

Chapter Two: Development process, needs and strengths of aging (10 pages)

Chapter Three: Older adults in the community: Resources to meet their needs (114 pages)

Chapter Four: Approaches to working with older people (48 pages)

Appendices: Selected questions for study (4 pages); Bibliography (1 page); General references (14 pages); Needs and resources (14 pages); Films on aging (9 pages)

METHODOLOGY: Developers do not specify a method for use of these manuals. Analysts suggest that the materials are easily adaptable and that the trainer is expected to utilize the manuals according to individual needs. Use of the materials by both trainers and trainees is implied by the design of the manuals.

MEANS OF EVALUATION: Several evaluation forms for both the trainer and trainees are provided by the developers. Analysts describe these forms as extremely useful for obtaining feedback on the training program.

CRITIQUE

ANALYSTS' COMMENTS: Analysts describe these manuals as usable and excellent. The manuals provide a thorough introduction to both training design and implementation and to problems and resources of the aged. Analysts encourage trainers to select parts of the manuals suitable to their needs as the manuals are easily adapted to a variety of uses. □

SENSITIZING PEOPLE TO THE PROCESS OF AGING: THE IN-SERVICE EDUCATOR'S GUIDE

IDENTIFYING INFORMATION

AUTHORS: Marvin Ernst
Herbert Shore

AVAILABILITY: Center for Studies in Aging
School of Community Service
North Texas State University
Denton, Texas 76203
Cost: $4.00

PUBLICATION DATE: 1975

MEDIUM: Print (guide) 128 pp.

SUBJECT AREAS: Long-term care staff training; Social, psychological and physiological aspects of aging; Training techniques and design

PROGRAM FUNDING: This guide was funded by a gift from the American Income Life Insurance Co.

PROGRAM DEVELOPMENT: This guide evolved following a training session designed to assist board members in becoming more aware of problems faced by nursing home residents.

APPLICATION

INTENDED USERS: The developers specify that this manual can be used by individuals in training people who are concerned with the care provided in nursing homes. Such people would include the residents, the family members, the board members, the volunteers, the community visitor and most importantly, the staff. The analysts infer that this manual could be used by any trainer or educator in aging.

CONTEXTS: The developers specify that this manual is to be used for in-service training. The analysts suggest that this manual could be adapted for use in a formally organized course or in a workshop.

INTENT

DEVELOPERS' RATIONALE: The developers state as their purpose the provision of a stimulus from which the in-service educators may generate materials for use in the particular situation for which they are responsible.

GOALS AND OBJECTIVES: The main goal of this manual is to provide basic information on the processes of aging, placing emphasis upon the sensory and physical changes which are likely to affect the way the older person reacts to his surroundings. Through this training, different techniques as well as positive attitudes for working with the aged can be developed.

SCOPE

CONTENTS: The manual begins with a discussion of in-service education and includes a specific training session. It ends with longer statements about ways to recognize changes and mechanisms of coping with the processes of aging. Chapters Three through Nine are to be used primarily for reference material while the earlier chapters are most useful for planning training sessions. Each chapter ends with a bibliography for use in pursuing topics in greater depth.

Chapter One: The role of in-service education (14 pages)
Chapter Two: Who are the aged? (16 pages)
Chapter Three: Vision (14 pages)
Chapter Four: Hearing (12 pages)
Chapter Five: Touch (8 pages)
Chapter Six: Dexterity (8 pages)
Chapter Seven: Taste (8 pages)
Chapter Eight: Smell (6 pages)
Chapter Nine: Mobility and balance (10 pages)
Summary (4 pages)
Glossary (6 pages)
General bibliography (10 pages)

Appendices

These include a work sheet for assessing physiological change, a before and after evaluation test, an age estimation sheet, and a survival prediction test. (8 pages)

The analysts describe the coverage of content as adequate, providing a nice overview of the physiological aspects of aging. The developers state that the information in the guide is not intended to be exhaustive of the literature, rather, it should provide a starting point from which more information can be obtained.

METHODOLOGY: The developers specify that this guide may be used for a single in-service training session, or for several sessions. The material is designed so that the in-service director presents an overview in each of the sections and then selects one or two of the sensitizing experiences on the physiology of aging to help staff members understand what that experience is like for the older person. After the sensitizing experience, the group discusses ways to help the older person get along with his disability. Finally there should be some discussion concerning the referral of any problems to a physician.

MEANS OF EVALUATION: The developers suggest beginning a session with the pre-test of knowledge provided in the appendices and closing the session by giving the same test as a post-test to evaluate changes in the students' knowledge. Both analysts comment that this evaluation tool is geared toward assessment of knowledge rather than the performance or application of the acquired knowledge.

INSTRUCTOR PREPARATION: The developers specify that the instructor follow these steps in preparing for an in-service training session.

- Review the manual and select an appropriate sensitizing experience.
- Decide upon the audience to which the session will be directed and which learning experiences are appropriate.
- Survey the facility in which the training is to be conducted and, using a worksheet provided in the text, determine the strengths and weaknesses of the facility.

CRITIQUE

ACCURACY OF CONTENT: One analyst suggests that the developers do not make an adequate distinction between disease-related and normal age-related physiological change.

ANALYSTS' COMMENTS: Both analysts describe the guide as usable. One analyst feels that the material is a well-designed, trim-lined program for brief in-service training sessions. The guide provides useful information on physiological aspects of aging. The application of this information is left to the learner.

Another analyst recommends that the trainer make use of some of the supplemental resources suggested in the guide in order to make the training a more in-depth and comprehensive experience. Both analysts suggest that the guide is a good source of ideas on resources and techniques of training. □

ANALYSIS AND SELECTION OF TRAINING RESOURCES IN AGING

VOLUME ONE

Number Two

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INTRODUCTION

ASTRA DEVELOPMENTS

The KWIC Project is designed to aid trainers and educators in the field of aging in the identification of useful current training resources in the field of aging. The ASTRA Project was created to develop and implement strategies for evaluating the numerous training and educational resources being developed and collected by the KWIC Project. KWIC (The KeyWord Index Collection) and ASTRA (Analysis and Selection of Training Resources in Aging) compliment each other in their collection, descriptive and evaluative activities. The goals of the ASTRA component of the KWIC/ASTRA Project include:

1) Implementation of a review format procedure for evaluating training and educational resources in aging.
2) Selecting comprehensive training and educational resources for evaluation.
3) Selection of specialists in the field of aging to use the review format and to respectively evaluate the materials.
4) Editing the combined reviews for publication.
5) Disseminating the reviews to those concerned with training and education in aging.

THE REVIEW FORMAT

The self-instructional ASTRA review format used in this publication includes the following information about each resource reviewed.

I. Identifying Information

This information is intended to help the trainer or educator in aging locate the resource and understand its development source. All information reported in this section is taken directly from statements made in the resource unless otherwise specified by the analysts. Included under this heading are:

- Title
- Author(s)
- Availability and Cost
- Publication Date (and copyright)
- Medium
- Subject Area(s)
- Program Funding
- Program Development
- Supplements

II. Application

Potential audience and setting to which the resource is directed. Included under this heading are:

- Intended Users
- Contexts

III. Intent

Reasons for the development of the resource and its goals. Included under this heading are:

- Developer's Purpose
- Goals and Objectives

IV. Scope

Provides detailed information concerning the topics addressed and the coverage of those topics as well as the method to be used in covering the content. Included under this heading are:

- Content Summary
- Contents
- Content Analysis
- Methodology
- Means of Evaluation

V. Critique

Includes the critical evaluations made by the analysts concerning various aspects of the resource.

- Analysts' Comments

THE ASTRA RESOURCES

The resources selected for review were chosen on the basis of an analysis of the resources most often asked for by KWIC users and cited by the KWIC staff as well as a survey of resources recommended by ASTRA reviewers and others in the field of aging. These selected training and educational resources are drawn from several areas of concern to trainers and educators. The materials reviewed in this handbook address the following areas of concern:

- Information Resources

  These are resources that provide information on specific topics directly related to the field of aging that are useful for training and instruction; such as law and transportation.
- How-To Resources

  These are how-to guides that provide detailed information

on selected topics in aging that are useful for older adults, service providers and trainers/educators; such as exercise programs and game playing.

- Training Manuals
  These are manuals concerning training programs for working with the aged.
- Reports
  These are project reports or conference papers that provide information on specific topics in the field of aging which will assist trainers and educators in their instruction.

THE ASTRA REVIEWER NETWORK

A major goal of ASTRA is to select specialists in the field of aging to use the review format to evaluate the numerous training and educational resources in aging that are part of the KWIC collection. To do this a continually expanding national network of professionals in the field of aging is established; each having expertise in a specific content area in aging. Each reviewer received the self-instructional review format and a complimentary copy of a material to review matched to his/her specialty area and interest. Three reviewers evaluated each resource and returned the completed review format to ASTRA. KWIC and ASTRA staff edited and compiled these reviews; the product of which is this handbook.

FUTURE PLANS FOR ASTRA

New training and educational resources are being selected to further provide trainers, educators and practitioners in the field of aging with evaluative information about resource materials. Expanding the reviewer network is done continuously to incorporate a greater diversification of analysts from all areas of gerontology. New strategies for improving and refining the review process are being considered. A third ASTRA publication is being planned. New reviewers as well as experienced reviewers from the past two years will review 80 more comprehensive resources in the field of aging, the result of which will be ASTRA No. 3 material.

SCAN SYSTEM RESOURCES

* ASTRA reviewed resources that are available in microfiche or reproduced paper copy at cost of reproduction from:

SCAN (Service Center for Aging Information)
Central Control Facility
11790 Parklawn Drive
Rockville, Maryland 20852
Toll-free: 800-638-6051

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*The ASTRA Review Format was developed by professionals in the field of aging listed above at a working session in Durham, N.C. on February 11-14, 1978.

Information Resources

THE FUTURE OF AGING AND THE AGED

IDENTIFYING INFORMATION

AUTHOR: George L. Maddox

AVAILABILITY & COST: Center for the Study of Aging and Human Development
Box 3003
Duke University Medical Center
Durham, North Carolina 27710
Cost: $2.00

PUBLICATION DATE: c. 1971

MEDIUM: Print (conference report) 108 pp.

SUBJECT AREAS: Biological and physiological aspects of aging; Psychological and social aspects of aging; Political aspects of aging; Employment and retirement; Long-term care facilities; Administration

PROGRAM FUNDING: This book is the sixth in a series of Southern Newspaper Publishers Association Foundation Seminar books of conference papers.

PROGRAM DEVELOPMENT: The Southern Newspaper Publishers Association Foundation, in cooperation with Duke University conducted a seminar at Duke, June 21-25, 1971. The purpose of this seminar was to bring together journalists, educators and practitioners to increase their knowledge and understanding of the future of aging and the aged. Dr. George L. Maddox of the Center for the Study of Aging and Human Development at Duke University, was program chairman for the seminar, and editor of this collection of papers.

APPLICATION

INTENDED USERS: (Students; Trainers; University and community college educators; Administrators; Practitioners; Board members of long-term care facilities). The developers specify that this material is suitable for journalists, educators and practitioners in aging. The analysts state that the intended users may include students from several disciplines, college faculty, and persons in decision making roles in aging services. However, any interested adult with some college level skills and minimal prior knowledge in aging, could benefit from this general overview.

CONTEXTS: (Formally organized courses; Workshops; Individualized settings).
The conference participants prepared this material for a workshop context. The book may be used for self-paced instruction or as assigned reading for a two or three day workshop. Sections of this book may also be used as supplementary reading for college courses.

INTENT

PURPOSE: The purpose of this report is to make available to a wide audience the knowledge and insights developed through the seminar's discussion and exchange of information.

GOALS & OBJECTIVES: The objectives of the seminar papers are:

- To demonstrate how the problems of income maintenance will become more acute as life expectancy after retirement lengthens.
- To call attention to the new challenge of finding satisfying social roles and leisure opportunities for retired persons;
- To call attention to the challenge of providing care for the severely disabled elderly;
- To demonstrate how the increased public awareness of the problems of aging has led to multidisciplinary research and training centers;
- To demonstrate how increased public awareness of the problem of aging has led to special attention from the Legislative and Executive branches of Federal Government;
- To demonstrate how our institutionalized responses to the problems of aging provide a sensitive barometer of how adequately our society handles the basic problems of living.

SCOPE

CONTENT SUMMARY: These papers by eight well-known gerontologists outline the background and theories related to the issues of aging; including the growing num-

bers and proportions of elderly, the potential for lengthening human life span, problems and new roles for retirement, income maintenance, the care of disabled and institutionalized aged, and research and training in aging service delivery. Multidisciplinary gerontological centers and governmental units designed to deal with aging are also discussed.

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Preface: G.L. Maddox (7 pages)
Chapter One: Background and theories of aging
C. Eisdorfer (8 pages)
Chapter Two: The economics of aging
J.M. Kreps (8 pages)
Chapter Three: New roles and activities for retirement
G.F. Streib (35 pages)
Chapter Four: The institutionalized elderly: A new challenge
L.E. Gottesman (14 pages)
Chapter Five: Congress, politics and the elderly
W.E. Oriol (13 pages)
Chapter Six: Research and training in the service of older people
D.E. Heyman (10 pages)
Chapter Seven: The 1971 White House Conference
R.J. Havighurst (11 pages)
Biographical Information (4 pages)

CONTENT ANALYSIS: The analysts agree that the scope of the articles is appropriate for the stated objectives. The papers focusing on the most pressing issues in aging in 1971 are of sufficient depth to stimulate discussion and interest. However, the problem focus of the seminar limits the authors' opportunity to discuss more positive aspects of aging. Even though published in 1971, this collection of papers has significant historical value in comparing the issues to be covered in the 1981 White House Conference on Aging with the 1971 Conference issues.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).
The developers' papers are presented via textual information. The authors' use of summaries, bibliographies and graphs provide additional learning aides. Although there is no information about how the papers were used in discussion, the analysts believe that this publication could be used as a resource in lectures, seminar discussion or self-paced reading.

CRITIQUE

ANALYSTS' COMMENTS: The analysts agree that each of these conference papers provides a useful summary of knowledge about specific problems of aging. A more comprehensive gerontological text might cover in greater depth other problem areas such as aged minorities, widowhood, housing and ambulatory health care needs. Even though this volume is based on a 1971 seminar, its content in areas such as retirement roles and the institutionalized elderly is still viable. This volume has significant value as a well-written aging resource by respected gerontologists from several disciplines. ▫

ON AGING: An Orientation to Social Gerontology

IDENTIFYING INFORMATION

AUTHORS: Kennard W. Wellons
Paul K.H. Kim

AVAILABILITY & COST: Paul K.H. Kim
University of Kentucky
College of Social Professions
Lexington, Kentucky 40506
Cost: not specified

PUBLICATION DATE: c. 1975

MEDIUM: Print (monograph) 225 pp.

SUBJECT AREAS: Psychological and social aspects of aging; Transportation; Employment/Retirement; Housing; Mental health; Leisure; Social services; Education; Nutrition

PROGRAM FUNDING: The preparation of this publication was supported by funds from the Department of Health, Education and Welfare, Administration on Aging; through the Kentucky Department of Human Resources, Aging Program Unit, and through Sanders-Brown Kentucky Research Center on Aging.

APPLICATION

INTENDED USERS: (Students; Practitioners; Educators; Administrators; Older adults).
The developers state that this book of readings is compiled for both the student and the practitioner. The analysts specify that this text may be used by students, trainers, university and community college educators, administrators, practitioners, older adults, and interested lay people. Instructors using this resource may need a broader background in social gerontology than these articles provide. The readings are suitable for upper level undergraduate students or those with at least a bachelor's degree and some knowledge of the aging process and gerontology.

CONTEXTS: (Formally organized courses; Workshops; Individualized settings). The analysts specify that this material is suitable for use in a formally organized course, a workshop or at home for self-paced study. The book is appropriate for supplementary readings in a social gerontology course; as a reader together with a more general gerontology text; or for use in a semester length course.

INTENT

PURPOSE: The developers specify that the purpose of this resource is to orientate students and practitioners in topics of social gerontology in order to contribute to a more thorough preparation of persons working in the field of aging.

GOALS & OBJECTIVES: The specific objectives of this material are:

- To present a comprehensive overview of the topic of social gerontology;
- To stimulate individual thinking and performance;
- To guide the user in developing protective and humane goals to pursue in the field of social gerontology.

SCOPE

CONTENT SUMMARY: The publication is a collection of articles by leaders in the field of social gerontology which discusses a variety of the basic topics in the field; including perspectives on aging, transportation, economic aspects, housing, social activities, education, health, spiritual well-being, services, nutrition, and employment. An annotated list of audio-visual resources is included.

CONTENTS: Preface (1 page)
Section One: Introduction: Perspectives on aging

- Protective services for older adults: A demonstration project
  J.J. Burr (5 pages)
- What social and behavioral sciences say about aging
  G.L. Maddox and M.J. Taves
  (4 pages)
- Aging: Conceptional perspectives
  K.W. Wellons, P.K.H. Kim,

M. Osmalov and C. Osmalov
(16 pages)
- The elderly and the community: Reidentifying unmet needs
E.K. Markson, G.S. Levitz and M. Gognalons-Caillard (8 pages)

Section Two: Transportation
- The availability of personal transportation, residential location, and life satisfaction among the aged
S.J. Cutler (6 pages)
- Reduced fares for the elderly: Effects on a transit system
E.K. Morlok, W.M. Kulash and H.L. Vandersypen (8 pages)

Section Three: Economic aspect
- The economic impact of an aging population
J.H. Schulz (7 pages)
- A gerontological sheltered workshop: The aged persons's attitudes about money
J. Reingold, R. Wolk and S. Schwartz (13 pages)

Section Four: Housing
- Finding foster homes for adults
V. Fenske and M. Roecker (5 pages)
- Facilitating living conditions for aged in the community
S. Bergman (4 pages)
- Living arrangements of people aged 65 and older: Findings from 1968 survey of the aged
J. Murray (11 pages)

Section Five: Social activities
- Goals, values, and life evaluations at the preretirement stage
M. Thurnher (10 pages)
- Living conditions and everyday needs of the elderly with particular reference to social isolation
R. Bennett (14 pages)
- Educating for leisure
J. Hendricks and R.J. Burdge (6 pages)

Section Six: Education
- Golden oldies: Senior citizens go back to school
K.C. Cole (3 pages)
- Competence, effectiveness, intellectual functioning, and aging
J. Fisher (7 pages)

Section Seven: Health
- Beyond medicine
I.S. Falk (9 pages)
- Alternative to institutional care of the aged
M.G. Cohen (5 pages)

Section Eight: Spiritual well-being
- Aging and religious disaffiliation
H.M. Bahr (11 pages)
- Death: Process or event?
R.S. Morison (7 pages)

Section Nine: Services
- Barriers to effective community planning for the elderly
C.L. Estes (6 pages)
- An innovative service for the elderly
L.E. Blonsky (8 pages)

Section Ten: Nutrition
- Nutrition services for the elderly: A demonstration project
D. Holmes (5 pages)
- Diet, sustained health and longevity
P.A. Thornton (6 pages)

Section Eleven: Employment
- From 1971 White House Conference on Aging: Background and issues
I. Sobel (16 pages)

Section Twelve: Audio-visual resources
(3 pages)

CONTENT ANALYSIS: The analysts believe that this material is logically and effectively communicated. Transitional sections, greater organization of chapters, additional resource lists and coverage of retirement, health, and social theories of aging would add to the contents. The section headings which guide the user are extremely helpful.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).
The contents of this monograph are presented via textual information. There are summaries, bibliographies, graphs, tables, listed audio-visual resources. The analysts recommend its use as a resource for lectures, seminars, discussion groups, and individualized study. This book could be used alone for users who already have a general knowledge of aging.

CRITIQUE

ANALYSTS' COMMENTS: The analysts differ on the usefulness of this collection. The developers have selected superior articles which the user may find convenient to have collected in a single publication. Although the articles will need periodic updating, they are interesting and practical for users who have a knowledge of aging ▫

AGING: Scientific Perspectives and Social Issues

IDENTIFYING INFORMATION

AUTHORS: Diana S. Woodruff
James E. Birren

AVAILABILITY & COST: D. Van Nostrand Company
450 West 33rd Street
New York, New York 10001
Cost: not specified

PUBLICATION DATE: c. 1975

MEDIUM: Print (text) 421 pp.

SUBJECT AREAS: General aspects of aging; Psychological and sociological aspects of aging; Biological aspects of aging; Social services

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: The book was developed as an Andrus Center Project, with multiple contributing authors, designed to present a multidisciplinary approach to aging.

APPLICATION

INTENDED USERS: (Students; University or community college educators; Practitioners).
The developers state that this text is intended for use by upper division undergraduates, graduate students, and professionals working in the field of aging. The analysts believe that the book is appropriate for direct use by university or community college educators. The developers have not assumed that readers have had any previous exposure to biological, psychological, and sociological concepts relating to aging. The analysts feel that students using this text should possess a broad base of knowledge in biology and the social sciences with at least two years of college experience. Instructors should possess a broad base of knowledge in gerontology and have experience in instructional skills.

CONTEXTS: (In-service training; Formally organized courses;

Individualized settings; Reference). The developers state that this material has been presented in a course entitled "Concepts and Issues in Gerontology" offered at the University of Southern California. The analysts specify that this material could also be used as a resource for a self-paced individualized setting or as a reference book in in-service trainings.

INTENT

PURPOSE: This book was designed to be an introductory text for students interested in the processes and problems of aging and for individuals providing services to the elderly.

GOALS & OBJECTIVES: The specific objectives of this text as stated by the developers are:

- To prepare students to deal with the broad social issues of aging;
- To present a multidisciplinary approach to aging;
- To demonstrate how the knowledge from the various perspectives addressed in the text can help contemporary and future generations of old people.

SCOPE

CONTENT SUMMARY: This edited volume provides a multidisciplinary approach to gerontology. Following a broad overview, this book deals with sociological (e.g., demography), psychological (e.g., intelligence), and biological (e.g., physiology of exercise) perspectives on aging. Physical environment and social issues relevant to the aged are addressed in the concluding sections.

CONTENTS:

Unit One: Aging in broad perspective
Chapter One: Introduction: Multidisciplinary perspectives of aging
D.S. Woodruff (12 pages)
Chapter Two: History of gerontology
J.E. Birren and V. Clayton (16 pages)

Unit Two: Sociological perspectives
Chapter Three: Demography of the aged
N.E. Cutler and R.A. Harootyan (39 pages)
Chapter Four: Sociological approaches to aging
V.L. Bengtson and D.A. Haber (22 pages)
Chapter Five: Aging and the family
J. Treas (19 pages)

Unit Three: Psychological perspectives
Chapter Six: Age changes in adult intelligence
K.W. Schaie (12 pages)
Chapter Seven: Age differences in learning and memory
D.A. Walsh (27 pages)
Chapter Eight: Aging, brain function, and behavior
J. Walker and C. Hertzog (27 pages)
Chapter Nine: A physiological perspective of the psychology of aging
D.S. Woodruff (22 pages)

Unit Four: Biological perspectives
Chapter Ten: Cellular biology of aging
P. Denny (28 pages)
Chapter Eleven: Changing physiology of aging: Normal and pathological
R.B. Weg (28 pages)
Chapter Twelve: Physiology of exercise and aging
H.A. de Vries (22 pages)

Unit Five: Issues in the physical environment
Chapter Thirteen: Planning micro-environments for the aged
A.N. Schwartz (16 pages)
Chapter Fourteen: Neighborhood planning for the urban elderly
V. Regnier (20 pages)

Unit Six: Social issues
Chapter Fifteen: Television communications and the elderly
R.H. Davis (21 pages)
Chapter Sixteen: Economics and the older population

R.J. Walther (16 pages)

Chapter Seventeen: Public policy and aging: Analytic approaches
P.A. Kerschner and I.S. Hirschfield (22 pages)

Chapter Eighteen: Age and political behavior
N.E. Cutler and J.R. Schmidhauser (33 pages)

Name Index (8 pages)
Subject Index: (6 pages)

CONTENT ANALYSIS: The analysts agree that the contents are communicated effectively. However, as this is an edited collection, the writing style and format varies across chapters. Providing a transitional component leading into each new section may strengthen the continuity of the contents. Although there is some variation of depth between the chapters, most topics provide an adequate overview of the subject presented. The inclusion of further information on historical perspective on aging and identifying principles for use by practitioners would expand the usefulness of this text. The scope of material is sufficient in some chapters while somewhat lacking in others. The treatment of sociological and psychological theories of aging might further be developed. The contents are accurate and objective; the reported research findings will need periodic updating.

METHODOLOGY: (Lectures; Seminars; Individualized instruction).
The contents are presented by means of textual information. Included in the text are chapter summaries, stated goals and objectives, diagrams, tables, charts, and chapter references. The analysts find this resource appropriate for use as a reference in lectures, seminars, and individualized learning situations. In order to facilitate the learner's acquisition of the material, this text might include study questions and suggested readings as additional learning aids.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this multidisciplinary text provides an accurate and comprehensive introduction to concepts and issues in gerontology. It might be most useful as a supplement to a text. Providing further bridges between chapters may strengthen the continuity of the contents, and including learning aids may provide wider application for the text. Overall, the book is a valuable reference for students, practitioners, and faculty in the field of gerontology. □

AGING: Prospects and Issues

IDENTIFYING INFORMATION

AUTHOR: Richard H. Davis

AVAILABILITY & COST: Ethel Percy Andrus Gerontology Center
University of Southern California
University Park
Los Angeles, California 90007
Cost: not specified

PUBLICATION DATE: c. 1977 (fourth edition)

MEDIUM: Print (monograph) 211 pp.

SUBJECT AREAS: General aspects of aging

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: Contributors to this book include professionals from a variety of disciplines but who all have made efforts to apply findings of their studies and research to the field of gerontology.

APPLICATION

INTENDED USERS: (Students; Trainers; Educators; Administrators; Practitioners; Older adults).
The analysts specify that this collection of papers is appropriate for use by students,trainers, university and community college educators, administrators, practitioners, older adults, or an audience interested in the field of gerontology. No prerequisites in gerontology are needed as the material covers basic information in the field. However, college level preparation in general biology, psychology and/or sociology may assist the user.

CONTEXTS: (Formally organized courses; Workshops; Individualized settings).
The analysts state that this material is appropriate for use in formally organized courses, workshops, or individualized study. As a resource in a course this material may be presented in twelve to fifteen class hours. In addition, this is a useful supplemental text for a training program in aging.

INTENT

PURPOSE: This text is intended to provide an overview of current issues in specific disciplines within the field of gerontology.

GOALS & OBJECTIVES: The overall goal of this resource is to present to the user various viewpoints on issues and prospects concerning aging. The specific objectives are:

- To illustrate approaches to viewing aging;
- To present theories of behavioral and physiological aspects of aging;
- To examine detailed information concerning longevity;
- To consider issues relating to the mental health problems of the aged;
- To examine demographic data and its implications for policy makers;
- To show clinical experiences in working with impaired older persons;
- To explain the complex interrelationships of drugs and the body chemistry;
- To explain current concerns in legislation for older people;
- To explore the different patterns of aging and perceptions of being old in various cultures;
- To discuss the issues of environments as they affect older persons in institutions.

SCOPE

CONTENT SUMMARY: This book of readings is divided into two major parts; the first section deals with multiple aspects in gerontology with specific attention paid to behavioral and physiological issues in the field; the second section details six specific issues in gerontology. The text contains an extensive bibliography; illustrations and tables.

CONTENTS: Part One: An introduction to gerontology
Chapter One: Aging: Prospects and issues
R.H. Davis (15 pages)
Chapter Two: Aging: The psychologist's perspective

J.E. Birren (13 pages)

Chapter Three: Aging: The psychiatrist's perspective
A. Simon (12 pages)

Chapter Four: The sociology of aging
V.L. Bengtson and R.C. Manuel (17 pages)

Chapter Five: The physiology of aging
C.E. Finch (12 pages)

Chapter Six: The changing physiology of aging
R.B. Weg (20 pages)

Chapter Seven: Mental health in the aged: The nurse's perspective
I.M. Burnside (12 pages)

Part Two: Some specific issues in aging

Chapter Eight: The aging population and social policy
N.E. Cutler (25 pages)

Chapter Nine: Realities of working with the aged
I.M. Burnside (11 pages)

Chapter Ten: The elderly and the drug culture
R. Kayne (14 pages)

Chapter Eleven: Changing legislation: Its effect on programs for the aged
P.A. Kerschner (12 pages)

Chapter Twelve: Ethnicity, social policy, and aging
R. Benitez (14 pages)

Chapter Thirteen: Environmental influences on the older person
R. Newcomer (12 pages)

Part Three: Bibliographies (22 pages)

CONTENT ANALYSIS: The analysts believe that this monograph is communicated effectively and in a logical sequence. The depth of the subject matter covered is sufficient to serve as an overview to the field of gerontology. The book has strong psycho-biological orientation reflecting the interests of the developers which somewhat limits coverage of economic and other issues affecting the elderly. Written by experts in the field, this resource requires periodic updating especially due to changing legislation and demographics. The specific vocabulary in some readings may limit the audience to users in the field of aging. Overall, the chapters are concise and the opening statements, headings and summary statements make points easy to understand.

METHODOLOGY: (Seminars; Lectures; Individualized instruction).

The contents are presented via textual information and case studies. There are bibliographies, summary statements, and recommended readings included in the text. The analysts specify that this resource is appropriate for use in seminars, lectures, and individualized learning situations.

CRITIQUE

ANALYSTS' COMMENTS: The analysts find this monograph to be useful as an introductory or supplemental text for an undergraduate course in gerontology. It provides a useful survey of issues in gerontology and it may be beneficial to the professional user seeking an overall view of the field.

AGING AND COMMUNICATION

IDENTIFYING INFORMATION

AUTHORS: Herbert J. Oyer
E. Jane Oyer

AVAILABILITY & COST: University Park Press
Chamber of Commerce Building
Baltimore, Maryland 21202
Cost: $14.50

PUBLICATION DATE: c. 1976

MEDIUM: Print (text) 302 pp.

SUBJECT AREAS: Psychological and social aspects of aging; Communication

PROGRAM FUNDING: not specified

APPLICATION

INTENDED USERS: (Students; Professionals; Organizations; Older adults; Trainers; Educators; Administrators; Practitioners; Area and state units on aging personnel; Social service staffs; Housing staffs; Nursing staffs; Long-term care staffs). The developers state that this resource is designed primarily for use by upper-level undergraduate, professional, and graduate students who project careers that will deal in some manner with older people. The developers also specify that material will be of benefit to other professionals, organizations and individuals who work with the elderly, as well as the older segment of the population. The analysts specify that this text be used by students, trainers, university and community college educators, administrators, practitioners, older adults, and staff members of area and state units on aging, social service agencies, housing facilities, nursing, and other long-term care facilities. This book is suitable as background information for an information and referral staff. Since it is fairly sophisticated, a college background would be helpful. Many chapters could be easily read by students and specialists in the respective disciplines although some background in social gerontology or on-the-job experience in working with older persons would be useful.

CONTEXTS: (Formally organized courses; Individualized settings).
The analysts state that this collection of discussions is designed for use in a formally organized course or at home for individualized self-paced study. It could be used in a semester long course meeting three hours a week. With the arrangement of selected chapters, parts of this book could be used in one class session covering one specific discipline.

INTENT

PURPOSE: The developers desire that this resource will be instrumental in providing information that leads to greater insights into problems of communication encountered by older people and for stimulating solutions to these problems.

GOALS & OBJECTIVES: The developers hope that the use of this book will achieve a better understanding of the communication problems of the elderly and that this understanding will lead to definite answers to these problems. The specific objectives are:

- To sensitize and educate the user to the communication problems of the elderly;
- To encourage research in communication of the aging.

SCOPE

CONTENT SUMMARY: The analysts note that seventeen chapters have been assembled on current barriers to communications with the aged and the roles various practitioners can play in improving communication. At the end of most chapters are research questions, future trends, summaries, and recommendations for the reader.

CONTENTS: Chapter One: Communicating with older people: Basic considerations
H.J. Oyer and E.J. Oyer (16 pages)
Chapter Two: A retiree's perspective on communication
L.A. Haak (26 pages)
Chapter Three: Exchanging information within the older family

E.J. Oyer (20 pages)

Chapter Four: Communication across age levels
J. Woelfel (12 pages)

Chapter Five: Available communication networks for the aged in the community
N.P. Trager (24 pages)

Chapter Six: Mass media and the aging
C.K. Atkin (20 pages)

Chapter Seven: Communication and the aging consumer
C.H. Maudlin (10 pages)

Chapter Eight: Communication considerations in the health care of aging
C.O. Hinghaus and E.P. Hinghaus (26 pages)

Chapter Nine: Speech and language functioning among the aging
J.M. Hutchinson and E.P. Bettinghaus (20 pages)

Chapter Ten: Hearing disorders in the aging: Effects upon communication
H.J. Oyer, Y.P. Kapur and L.V. Deal (12 pages)

Chapter Eleven: Lifelong education and the aging: Opportunties for communicating
G.J. Aldridge (18 pages)

Chapter Twelve: Legal and public policy problems in communication arising with aging
T.A. Moth (20 pages)

Chapter Thirteen: Organized religion: Communication considerations
C.W. Staser and H.T. Staser (14 pages)

Chapter Fourteen: The relevance of communication for professionals involved with the elderly: Focus on social workers
W.M. Beattie, Jr. (14 pages)

Chapter Fifteen: Special living arrangements for the aging: The importance of communication
M.T. Farrell (22 pages)

Chapter Sixteen: Communication specialists in aging-related organizations
J. Danowski (14 pages)

Chapter Seventeen: Summary
E.J. Oyer (10 pages)

Index (4 pages)

CONTENT ANALYSIS: The analysts agree that this material is logically and effectively communicated. Each author explores his topic and then presents a variety of solutions to the communication problems of the elderly. The format which ends most chapters is useful with its uniform outline of research questions, future trends, summaries, and set of recommendations. There is an internal consistency which enhances the research and discussion potential of each topic.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).
The contents are presented via textual information. Stated goals and objectives, summaries, bibliographies, recommended follow-up activities, and research questions are included. The analysts specify that it is appropriate for presentation in lecures, seminars, discussion groups or as individualized study. This text could be enriched by appropriate social laboratory experiences and/or demonstrations.

CRITIQUE

ANALYSTS' COMMENTS: The analysts agree that this resource is excellent and usable for those interested in communication problems of the elderly. The topics which are covered achieve a balance in the physiological, psychological, sociological, and cultural aspects of communication while providing excellent recommendations for follow-up activities. This resource is an important contribution to gerontology literature; it could be further enhanced by including a chapter on communication between the aged. This book fills a void in the literature on the social aspects of aging as well as sensitizing the reader to the issues of communication of the aged. □

AGING IN MASS SOCIETY: Myths and Realities

IDENTIFYING INFORMATION

AUTHORS: Jon Hendricks
C. Davis Hendricks

AVAILABILITY & COST: Winthrop Publishers, Inc.
17 Dunster Street
Cambridge, Massachusetts 02138
Cost: not specified

PUBLICATION DATE: c. 1977

MEDIUM: Print (text) 426 pp.

SUBJECT AREAS: Aging general

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Students; Educators; Practitioners; Older adults; Social service workers).
The developers specify that this textbook is for new scholars and practitioners in the field of gerontology. The analysts state that this resource is also suitable for undergraduate students, university and community college educators, professionals in the social service field, and older adults. It is appropriate for anyone interested in gerontology. The text requires above average reading ability.

CONTEXTS: (In-service trainings; Formally organized courses; Individualized settings).
The analysts state that this material is suitable for use in in-service trainings, formally organized courses lasting at least one semester, or in a self-paced educational setting.

INTENT

PURPOSE: The developers state that this volume is intended to provide a comprehensive description of the dimensions of aging and to challenge and attract new scholars and practitioners to the field of gerontology.

GOALS & OBJECTIVES: The specific objectives of the text are:
- To reverse the negative stereotypes about old age;
- To increase factual knowledge about aging.

SCOPE

CONTENT SUMMARY: Developers specify that Part One will introduce the reader to the study of aging and to its links to historical and social patterns. Part Two presents a survey of the theoretical frameworks of gerontologists, both physiological and social. Part Three examines certain crucial issues impinging on the daily lives of older people. Finally, Part Four is a brief section covering the future of aging, forecasting what lies ahead. Included in the text are charts, references, suggested readings, an index and chapter summaries.

CONTENTS:
Part One: Locating the aged in the modern world
Chapter One: The spectrum of aging (23 pages)
Chapter Two: The age-old question of old age (25 pages)
Chapter Three: Aging in advanced industrialized societies (24 pages)

Part Two: Theories of Aging
Chapter Four: Physiological changes over time (25 pages)
Chapter Five: Theories of social gerontology (27 pages)

Part Three: Dimensions of aging
Chapter Six: Psychological processes in later life (38 pages)
Chapter Seven: Health status in the later years (37 pages)
Chapter Eight: Work, finances and the golden years (25 pages)
Chapter Nine: Dilemmas of retirement (30 pages)
Chapter Ten: Family life and living arrangements (32 pages)
Chapter Eleven: Aging: Everyday concerns (32 pages)
Chapter Twelve: The aged in the political arena

(24 pages)
Chapter Thirteen: Minority groups in the later years (34 pages)

Part Four: Looking ahead
Chapter Fourteen: The prospects of aging (25 pages)

Glossary (6 pages)
Index (5 pages)

CONTENT ANALYSIS: The analysts believe that the material is communicated logically and effectively. The text employs a comprehensive, multidisciplinary approach and covers a wide scope of aging related topics. The material is supported by documents and research findings; is well-written and interesting.

METHODOLOGY: (Lectures; Seminars; Individualized instruction).
The content is presented via textual information. There are stated goals and objectives, summaries, bibliographies, recommended follow-up activities, charts, and graphs. Technical words in the text are printed in boldface type and defined in the glossary; key words are italicized in the text. The analysts specify that this material is suitable as a resource for lectures, seminars, and individualized study. The readings at the end of each chapter are helpful for providing readings to amplify textual material.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this book is excellent as an introductory text. The bibliography is outstanding. It provides an above average overview. It is highly recommended for introductory college courses in gerontology.

ESSAYS ON AGING

IDENTIFYING INFORMATION

AUTHORS: Rabbi Sanford Seltzer
Louis Lowry
Knight Steel
Stanley J. Brody

AVAILABILITY & COST: The Union of Hebrew Congregations
1300 Boylston Street
Chestnut Hill, Massachusetts 02167
Cost: $4.00

PUBLICATION DATE: 1978

MEDIUM: Print (monograph) 36 pp.

SUBJECT AREAS: Legal services/Advocacy; Social services; Religion; Health care; Biological and physiological aspects of aging

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Reform synagogue members; Students; Trainers; Practitioners).
The developers state that this book is intended for members of Reform synagogues. The analysts specify that this resource is also suitable for students, trainers, and practitioners. A high school reading ability is needed for students using this book. Trainers using this resource should possess instructional skills.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized settings).
The analysts state that these essays are appropriate for use in in-service trainings, formally organized courses, workshops, or as individualized settings. A workshop lasting four days consisting of two hour sessions each day is recommended by the analysts.

INTENT

PURPOSE: The purpose of these essays is to inform members of

Reform synagogues of their opportunities and responsibilities to the older members of their synagogues.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To stimulate the members of Reform synagogues to respond to the needs of their older members;
- To stimulate the synagogue members to become attuned to the priorities of a changing society.

SCOPE

CONTENT SUMMARY: This publication contains four essays dealing with different topics on aging set in the context of Judaism. The health care and legal sections provide specific programmatic suggestions for congregations. Also included are helpful charts.

CONTENTS:

1. A Jewish view of aging
   S. Seltzer (4 pages)
2. Social services for the elderly – an overview
   L. Lowry (16 pages)
3. Health care needs of the elderly
   K. Steel (6 pages)
4. Legal services for the elderly
   S.J. Brody (8 pages)

CONTENT ANALYSIS: The analysts believe that this material is communicated logically and effectively with sufficient depth for the stated purpose. Although the text has several typographical errors and has small print it presents helpful information for the user set in the context of Judaism. Both the health care and the legal sections provide specific programmatic suggestions for congregations. Additional depth and integration for the material would strengthen the text for wider audience use. The chapter on health is clear and concise.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).

The contents are presented by means of textual information and the inquiry method. Included in the text are stated goals and objectives, bibliographies and tables. The analysts recommend using this book as a resource for lectures, discussion groups, or individualized instruction. The social service chapter could benefit from suggested activities to involve the congregation in service delivery. The legal services chapter may be augmented via a local legal specialist discussing specifics in the community. This book's application would be strengthened if used in conjunction with a basic text on the aging process.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this collection of essays presents valuable information on aging. It is easy to read, succinct, and is good material for in-service trainers. The social service and health portions are especially useful. The social services essay transmits thoroughly what the various services are and what needs they address. The health essay covers quite sensitively a lot of territory. This material may have further applicability if integrative mechanisms were used to describe how the material presented could be used.

THE HONORABLE ELDERS: A Cross-Cultural Analysis of Aging in Japan

IDENTIFYING INFORMATION

AUTHOR: Erdman Palmore

AVAILABILITY & COST: Duke University Press
Durham, North Carolina
Cost: $3.75

PUBLICATION DATE: c. 1975

MEDIUM: Print (handbook) 148 pp.

SUBJECT AREAS: Cross-cultural aging

PROGRAM FUNDING: This book was supported by funds provided by a Duke University Bio-Medical Sciences Support Grant (No. 5-S05-RR7070-07), a United States Department of Public Health grant No. HD-00668, and with the cooperation of Duke's Center for the Study of Aging and Human Development, the Department of Psychiatry, and the Department of Sociology.

PROGRAM DEVELOPMENT: This book is based on materials and observations gathered by the author on a sabbatical leave in Japan.

APPLICATION

INTENDED USERS: (Students; Trainers; Educators; Administrators; Practitioners; Older adults; Researchers). The analysts believe that this book may be used by an audience interested in aging and the aged in Japan. It may be useful to broaden the perspectives of students early in their gerontology training. The user should possess an upper level undergraduate reading ability and some previous background in social theory and research data.

CONTEXTS: (Formally organized courses; Individualized settings).
The analysts specify that this resource may be used as a reference for a two hour classroom session or for self-paced individualized study.

INTENT

PURPOSE: This work is concerned with examining the changing social position of the elderly in Japanese society, and with contrasting it with the changing social status in the United States, Denmark and Great Britain.

GOALS & OBJECTIVES: The two objectives of this resource are:
- To test two gerontological theories in other cultures;
- To examine cross-cultural data to solve practical problems in gerontology.

SCOPE

CONTENT SUMMARY: The major topic in this book is a discussion of the aged in Japan and in other industrialized nations. The Japanese aged are compared with the aged in other cultures with an emphasis on health and medical care, the family and living arrangements, work and retirement, income and support, activities and satisfaction. The disengagement and modernization theories are tested, using comparative data. Each chapter provides a summary of the content, a list of references, and an index.

CONTENTS:
Chapter One: Introduction (11 pages)
Chapter Two: The setting and the tradition (15 pages)
Chapter Three: Health and medical care (10 pages)
Chapter Four: The family and living arrangements (17 pages)
Chapter Five: Work and retirement (25 pages)
Chapter Six: Income and support (12 pages)
Chapter Seven: Respect for the elders (21 pages)
Chapter Eight: Activities and satisfaction (15 pages)
Chapter Nine: Conclusions (14 pages)
References (4 pages)
Index (4 pages)

CONTENT ANALYSIS: The analysts agree that the contents of this resource are sound and highly sophisticated. The author skillfully employs an equality index

which gives the proportion of two groups percentage distributions on survey data which are equal or overlap each other. In this work, the equality index compares the status position of the elderly and the non-elderly within society with regard to labor force participation and occupational status. In addition, the longitudinal data used to project the future position of the elderly within Japanese society is effective. The two social theories tested by the cross-cultural data are somewhat limited in their application as the disengagement theory is not developed to such an extent that it can be adequately tested with empirical data and the modernization theory does not discuss the changing class structure of Japan in explaining the social status of the elderly. Nevertheless, few works in the field of social gerontology have systematically attempted to test social theories with their data. The government survey data examined will need periodic updating to remain valid.

METHODOLOGY: (Lecture; Seminars; Discussion groups; Individual instruction; Experiential instruction).
The contents of this book are presented via textual information, case studies, and demographic statistics. Included in the material are stated objectives, summaries, bibliographies, tables presenting demographic data, and drawings to illustrate and introduce the theme of each chapter. The analysts infer that this book is appropriate for use in lectures, seminars, discussion groups, and individualized or experiential instructional settings.

CRITIQUE

ANALYSTS' COMMENTS: The analysts find that this resource provides the user with a useful cross-cultural perspective on aging. It serves as a model to enable gerontologists and other investigators to see alternative strategies for dealing with the problems of old age through the study of how these same problems are handled in other cultures. On an academic level, the work illustrates how theories developed in our culture can be tested using cross-cultural data. This is a useful book for academicians and practitioners alike. ▫

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THROUGH THE SERVICE MAZE: A Simulation Game for Health and Social Service Workers

IDENTIFYING INFORMATION

AUTHOR: Rosemary McCaslin

AVAILABILITY & COST: Center for Studies in Aging
North Texas State University
P.O. Box 13438
Denton, Texas 76203
Cost: $4.00

PUBLICATION DATE: 1978

MEDIUM: Print (simulation game) 110 pp.

SUBJECT AREAS: Mental health; Social services

PROGRAM FUNDING: This program was developed with the support of the Texas Governor's Committee on Aging and Title XX formula grant administered by the Texas Department of Human Resources.

APPLICATION

INTENDED USERS: (Direct service providers; Administrators; Supervisors; Clerical staff; Planners; Public officials; Legislators; Students; Practitioners; Advisory boards; Educators). The developers state that this resource is suitable for a wide variety of persons; direct service providers, administrators, supervisors, clerical staff, systems planners, dicision makers, clients and relatives of clients, concerned citizens, governmental and private funding decision makers, public officials, and legislators. The analysts specify that this material is also appropriate for students, trainers, practitioners, advisory board members of agencies, and university and community college educators. An ability to articulate directions, to cope with the problems involved in dealing with the social service delivery system, and some understanding of organizational life may be helpful to users.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops).
The analysts specify that this resource is suitable for use in in-service trainings, formally organized courses, and workshops. It is

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appropriate for simulation in a single session lasting one and a half to three hours in length.

INTENT

PURPOSE: The developers state that this resource is designed for use in workshops to train persons who provide information and referral services to the elderly.

GOALS & OBJECTIVES: The specific objectives of this game are:

- To stimulate awareness of the complexities of the health and social service system;
- To make the user aware of the frustrations encountered by clients;
- To make any group of social or health service providers aware of the maze of difficulties faced by persons seeking services.

SCOPE

CONTENT SUMMARY: The content includes guidelines for the use of experiential training strategies, the game theme, synopsis of the game, goals and objectives of the game, process, roles, and rules of the game and suggested discussion questions. There are instructions for varying the games to meet the client's different needs; samples; and a list of illustrations

CONTENTS: Part One: Guidelines for the use of experiential training strategies (38 pages)
Variation One: Handicaps (5 pages)
Variation Two: Information and referral (2 pages)
Variation Three: Advocacy (2 pages)
Variation Four: Client assertiveness (3 pages)
Sample materials (70 pages)

CONTENT ANALYSIS: The analysts believe that this material is communicated logically and effectively. The material allows for variations of different types of problems and also allows the clients to present their needs. The instructions are somewhat complicated, and the language has some repetition. However, the content is explicit and useable concerning the risks and anticipated anxiety while producing the activities for participants.

METHODOLOGY: (Discussion groups; Experiential instruction). The contents are presented by role play in a simulation game which consists of the game itself followed by discussion questions. Included in the text are stated goals and objectives, practice questions, and illustrations. The analysts specify that this book is suitable as a resource for discussion groups and for experiential instruction as well as for any interested service provider. Soft music playing in the background can be used while using this game.

MEANS OF EVALUATION: Means of evaluation include checklists, practice questions for the discussion groups, and written summaries and evaluations which are written by each participant.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this material is an excellent medium for acquiring knowledge and skill in training social or health providers who provide information and referral services to the elderly by well-prepared experienced trainers. The author's creativeness, attention to details, and sensitivity to the participants who play the game are excellent. The game may seem somewhat long and overly frustrating to participants in relation to its objectives. However, in terms of an innovative way of problem solving; acquiring knowledge and skill; and gaining more insight into the service maze, this simulation game is most useful. □

ADVOCACY AND AGE: Issues, Experiences, Strategies

IDENTIFYING INFORMATION

AUTHOR: Paul A. Kerschner

AVAILABILTIY & COST: Ethel Percy Andrus Gerontology Center
University of Southern California
University Park
Los Angeles, California 90007
Cost: not specified

PUBLICATION DATE: c. 1976

MEDIUM: Print (monograph) 155 pp.

SUBJECT AREAS: Advocacy; Legal topics; Advisory councils

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This monograph was prepared in response to a recommendation in a conference on advocacy held at the Ethel Percy Andrus Gerontology Center in 1973, that a series of papers on the advocacy issue be published.

APPLICATION

INTENDED USERS: (Students; Trainers; University and community college educators; Administrators; Practitioners). The developers state that this book is intended for use by those in the field of gerontology. The analysts specify that this monograph is suitable for students, trainers, university and community college educators, administrators, and practitioners. The material is relevant for students and professionals in sociology, social work, administration, planning, politics, and consumerism.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized settings).
The analysts state that this resource is for use in formally organized courses which cover one chapter of the book for each class period; for in-service workshops; and in an individual setting.

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INTENT

PURPOSE: The developers state that this resource is to bring a modicum of rationality and understanding to advocacy and the aged, to determine why advocacy is needed in this area, and how further advocacy efforts on behalf of the elderly can be promoted.

GOALS & OBJECTIVES: The overall goal of this material is to increase the development of and participation in advocacy efforts and to make the user aware of the legal, social and psychological issues of advocacy. The specific objectives are:

- To delineate the elements of advocacy for the user;
- To stimulate more activities by colleagues in the gerontological field.

SCOPE

CONTENT SUMMARY: This series of articles presents an overview of advocacy as a social movement; the history, theory and policy issues behind advocacy by and for the elderly; minority advocacy; four case studies; a discussion of strategies and resources for encouraging efforts; and a bibliography.

CONTENTS:
Part One: Issues
Chapter One: An orienting perspective on advocacy
M. Berger (16 pages)
Chapter Two: Power, pluralism, and the aged
P. Kerschner (6 pages)
Chapter Three: Resources for senior advocacy: Political behavior and partisan flexibility
N.E. Cutier (18 pages)
Chapter Four: Interorganizational issues and advocacy for the elderly
S. McConnell (5 pages)
Chapter Five: Consumer participation
D. Fleisher (15 pages)
Chapter Six: Federal policies; Impact on constituent action

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M. Spear (9 pages)

Chapter Seven: Advocacy: Its strength, potential and future
J. Cohn (14 pages)

Part Two: Experiences

Chapter Eight: What old people want for themselves and others in society
M.E. Kohn (10 pages)

Chapter Nine: Black advocacy, techniques and trials
H.C. Jackson (16 pages)

Chapter Ten: A case study of advocacy
B. Kaplan (16 pages)

Part Three: Strategies

Chapter Eleven: Advocacy and the necessity of legal services
P. Nathanson and J.L. Lamb
(12 pages)

Chapter Twelve: An infographic model of media access for elderly advocacy organizations
J.A. Danowski (12 pages)

Part Four: A selected bibliography on advocacy (5 pages)

CONTENT ANALYSIS: The analysts believe that the contents are communicated effectively and logically. The chapters cover a broad range of perspectives on advocacy and are coherently organized. However, the material will need periodic updating. This is a generous sampling of material provided for professionals and students, and there is a good discussion of the use of lay advocates in the aging field.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized study).
The contents are presented by use of textual information and case studies. Included in the text are summaries, bibliographies, charts, and tables. The analysts specify that this book is for use as a resource for lectures, seminars, discussion groups, and individualized study. Related supplements would provide further information for the instructor who wishes to use this in a formal learning situation.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource is a helpful beginning guide and provides the user with a theoretical background and consideration of basic policy issues involved in advocacy efforts. It is a sufficient overview of the subject. The chapter bibliographies, as well as the final general bibliography, are excellent and usable. ▫

WIDENING HORIZONS: The Teaching Aspect of Homemaker Service, A Guide *

IDENTIFYING INFORMATION

AUTHORS: National Council for Homemaker–Home Health Aide Services, Inc.

AVAILABILITY & COST: National Council for Homemaker–Home Health Aide Services, Inc.
67 Irving Place
New York, New York 10003
Cost: not specified

MEDIUM: Print (guide) 113 pp.

SUBJECT AREAS: Day care/home health

PROGRAM FUNDING: Preparation and publication of this guide were made possible by the Lois and Samuel Silberman Foundation and by a grant from the Administration on Aging (Grant No. 93-P-75199/2-01).

PROGRAM DEVELOPMENT: This guide was developed out of subcommittee meetings and discussions of the National Council's Committee on Raising the Level of Living.

APPLICATION

INTENDED USERS: (Homemaker agencies; Trainers; Administrators; Practitioners; Social service students). The developers specify that this guide be used by those agencies emphasizing the teaching aspect of homemaker service and by homemaker service programs. The analysts suggest its use by trainers, administrators, practitioners, and social service students. Some knowledge of home care and clientele, as well as a high school reading ability would be advantageous in utilizing this material. This guide would be most useful for homemakers and practitioners with backgrounds in social work and nursing who have a natural ability to teach or who are willing to learn to teach in home situations.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; References).

The analysts believe that this material is suitable for use in in-service training, formally organized courses, workshops, or as an office guide. The average aging homemaker with some high school education could benefit from a workshop time frame of anywhere from one, three-hour session to six weekly day-sessions. Homemaker and social workers would also find this resource useful as a guide for case management.

INTENT

PURPOSE: The developers state that the purpose of this guide is to help teach the homemaker–home health aide how to help individuals and families remain in their own home; when that is the best plan; and to help them toward as much independent functioning as their capacities permit.

GOALS & OBJECTIVES: The developers specify that this material is to help elderly parents, their families, and disabled persons enhance the quality of their daily life. The specific objectives are:

- To help establish a climate which encourages individual initiative and family cooperation;
- To provide in-service training for homemakers who help others learn in the home;
- To assist homemakers in the analysis of each home situation;
- To evaluate the homemaker's ability to influence constructive changes in daily living.

SCOPE

CONTENT SUMMARY: This guide contains ten chapters, an appendix, several lists of behavioral strategies, and excerpts from case studies which illustrate techniques. The content includes sections on building positive relationships between the homemaker and the professional. This guide illustrates the value of the teaching aspects of homemaker services in improving the quality of life for older persons. Also included are a description of the homemaker–health aide and social worker as a team, a chapter on how to evaluate the program, a list of national information resources, and a list of references.

CONTENTS: Chapter One: To enhance the quality of daily life

*Available from SCAN, Rockville, MD (See page vi).

(10 pages)

Chapter Two: Criteria for use in the teaching aspect of homemaker service (9 pages)

Chapter Three: Involving individuals and families (9 pages)

Chapter Four: The role of the professional (8 pages)

Chapter Five: The homemaker in a teaching role (7 pages)

Chapter Six: Administrative aspects (7 pages)

Chapter Seven: Program planning and evaluation (13 pages)

Chapter Eight: Use of community resources (9 pages)

Chapter Nine: Use of groups (10 pages)

Chapter Ten: Adaptation to special needs (15 pages)

Appendices:
- Guide for teaching (1 page)
- Sample training session (1 page)
- Reprint: "Homemakers as modifiers of human behavior" (1 page)
- National information sources (4 pages)
- Recommended reading for homemakers in a teaching role:
  - Child care (2 pages)
  - Home management (2 pages)
  - Nutrition and health (2 pages)
  - Special needs (3 pages)

CONTENT ANALYSIS: The analysts agree that this material is logically and effectively communicated. It is appropriate for its intended users as a practical guide with clearly stated goals and objectives. The case history section might be strengthened by adding examples of frustrating as well as successful aspects of home health care. Including more direct teaching skills for homemakers might also make the guide more complete.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Experiential instruction; Individualized instruction). The developers leave the methodology up to the user. The analysts believe this guide is suitable for presentation in lectures, seminars, discussion groups or as experiential or individual learning. The text includes stated goals and objectives, reviews, and bibliographies. However, some previous experience in home health care would be helpful to users. This guide could also be used in conjunction with the *Homemaker Health Aide Service Training Manual*, available from the Administration on Aging (Publication No. (OHD) 74-20103).

MEANS OF EVALUATION: Included in the text is a chapter on program planning and evaluation which describes several techniques of evaluation. Application of this guide's on the job suggestions can be used as an evaluation. The effectiveness of the guide will be determined as the homemaker works with individuals and families.

CRITIQUE

ANALYSTS' COMMENTS: Analysts disagree on the effectiveness of this resource. The guide does provide useful lists of behavioral strategies. Additional pictures and diagrams might also be helpful to users. Other strengths of this guide are its promotion of the teaching aspects of homemaker–health aide service, and its emphasis on team work. ▫

EFFECTIVE SOCIAL SERVICES FOR OLDER AMERICANS*

IDENTIFYING INFORMATION

AUTHORS: Sheldon S. Tobin
Stephen M. Davidson
Ann Sack

AVAILABILITY & COST: Institute of Gerontology
University of Michigan
520 E. Liberty Street
Ann Arbor, Michigan 48109
Cost: $4.50

PUBLICATION DATE: c. 1976

MEDIUM: Print (handbook) 221 pp.

SUBJECT AREAS: Social services; Administration

PROGRAM FUNDING: The research reported in this handbook was supported in part by a grant from the Administration on Aging, Office of Human Development, U.S. Department of Health, Education and Welfare to the University of Chicago [DHEW (AoA) 90-A-366].

PROGRAM DEVELOPMENT: This book is the product of a research project, "Models for Effective Service Delivery: Social Services for Older Americans." The purpose of the project is to examine salient dilemmas in service delivery systems and to use those resolutions to define systems of effective services for the elderly.

APPLICATION

INTENDED USERS: (Administrators; Practitioners; Students; Trainers; Educators; Advocates).
The developers specify that this book is appropriate for use by Area Agency on Aging administrators, planners, and practitioners. It might also be appropriate for anyone involved in the planning or administration of social services for any target group. Students and college faculty preparing future practitioners would also find this resource helpful. Finally, advocacy groups or individuals working toward more effective social services for the elderly would benefit from reading this book. All users would benefit from previous background knowledge of social welfare.

CONTEXTS: (In-service trainings; Individualized settings).
The developers state that this resource is appropriate for self-paced reading in individualized settings. Any section of the book might also be used for in-service training of practitioners.

INTENT

PURPOSE: The purpose of this book is to sensitize the reader to the complexities in structuring effective services for the elderly, and to provide an approach for structuring services valid for urban and rural settings.

GOALS & OBJECTIVES: The authors' objectives are:

- To demonstrate to the reader how essential it is for any social service system to incorporate a variety of services;
- To demonstrate how social services are effective only if they are accessible, flexible, and integrated with other relevant service components;
- To demonstrate the need to make the best possible use of professional staff, non-professional staff, volunteers, and community members in serving older Americans.

SCOPE

CONTENT SUMMARY: This book contains an introduction to social services, the major concerns of Area Agencies on Aging, and client-focused, structural and strategic considerations of service provision. It provides suggestions on how to plan and design a social service and forecasts future directions in social services for older Americans.

CONTENTS: Preface (4 pages)

Chapter One: Introduction (1 page)
Unit One: Social services (6 pages)
Unit Two: Goals of social services (4 pages)
Unit Three: Social services for older Americans

*Available from SCAN, Rockville, MD (See page vi).

(6 pages)

Chapter Two: Problems and concerns of Area Agency directors: View from the firing line (1 page)
Unit One: General problems and concerns of Area Agency directors (15 pages)
Unit Two: Differences among Area Agency Directors (6 pages)

Chapter Three: Client-focused considerations (2 pages)
Unit One: Age-segregated vs. age-integrated services (6 pages)
Unit Two: All elderly vs. the vulnerable elderly (7 pages)
Unit Three: Home-delivered vs. congregate services (17 pages)

Chapter Four: Structural considerations (5 pages)
Unit One: Comprehensive vs. limited focus (8 pages)
Unit Two: Centralization vs. decentralization (9 pages)
Unit Three: Coordinated vs. autonomous (12 pages)

Chapter Five: Strategic considerations (3 pages)
Unit One: Public vs. private auspices (12 pages)
Unit Two: Provision vs. purchase of services (11 pages)
Unit Three: Professional vs. nonprofessional personnel (14 pages)

Chapter Six: Planning effective services (1 page)
Unit One: Questions of planners in developing social services (2 pages)
Unit Two: Relevance of resolution of dilemmas (10 pages)
Unit Three: Other viable configurations (6 pages)
Unit Four: Three general configurations (4 pages)

Chapter Seven: Looking ahead: Toward effective social services (2 pages)
Unit One: The current context (3 pages)
Unit Two: An attainable future (5 pages)
Unit Three: A national policy (3 pages)

Appendix:
- Questions considered throughout this report (5 pages)
- Detailed findings of the survey of Area Agency directors (28 pages)

CONTENT ANALYSIS: This resource is written logically and effectively using a concise organizational framework that permits quick reading in areas of special interest. The text fulfills its objective in developing a basic practical guide to service design. This material is objective and accurate though limited, for some readers, by the fine print. The content might also be enhanced by including information on ethnic issues under client-focused considerations. The authors, however, provide background material of sufficient depth to allow new practitioners or planners the opportunity to delve into the topics and subleties of each issue.

METHODOLOGY: (Individualized instruction; Lectures; Experiential instruction).
The authors use textual information and a question and answer format to present content. Additional learning aides included are stated objectives, reviews, practice questions, pictures, graphs and tables. All these learning aides lend themselves well to individualized instruction or as background information for lectures. The content is easily absorbed because there is a well developed continuity between topics. The list of questions provided in the Appendix also can point the user to immediate areas of particular interest.

MEANS OF EVALUATION: A self-administered questionnaire covering each chapter is provided to measure expected learning outcomes.

CRITIQUE

ANALYSTS' COMMENTS: This comprehensive book is an excellent guide for professionals and

EFFECTIVE SOCIAL SERVICES FOR OLDER AMERICANS (Con't)

non-professionals interested in the major considerations encountered in service provision design for the elderly. It can be used in small group discussions by supervisors in teaching roles, as well as for individualized instruction. The text is limited in scope and depth necessary for the serious social service planner. However, the authors provide an approach, not a blueprint, for structuring services that is useful and relevant. ▫

ALTERNATIVES TO THE SINGLE SITE CENTER

IDENTIFYING INFORMATION

AUTHOR: Talmadge Fowler

AVAILABILITY & COST: National Council on the Aging, Inc.
1828 L Street, NW, Suite 504
Washington, D.C. 20036
Cost: $2.50

PUBLICATION DATE: c. 1974

MEDIUM: Print (guide) 58 pp.

SUBJECT AREAS: Programs/Centers

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This guide was cooperatively developed by the National Council on the Aging and the National Institute of Senior Centers to provide an examination of developments taking place within Senior Centers and their future utility.

APPLICATION

INTENDED USERS: (Students; Trainers; Educators; Administrators; Practitioners; Older adults).
Potential audiences are not stated by the developers. The analysts specify that this report is appropriate for use by students, trainers, university and community college educators, administrators, practitioners, and older adults. A basic reading level is necessary. A knowledge of organizational structure delivery systems would be helpful in utilizing this resource.

CONTEXTS: (Worksites; Formally organized courses; Individualized settings; Reference).
The analysts state that this material is suitable for use in worksites, and in formally organized courses. This material is most suitable in a self-paced time frame. It may be helpful in writing grant applications for a Senior Center.

INTENT

PURPOSE: The developer states that this resource is intended to convey some of the developments taking place within Senior Centers, as well as the possibilities which lie ahead for adapting the Senior Center concept as a viable means for more adequately meeting the needs of older citizens wherever they may be found in the community. This resource is not intended to be an evaluation of the far-reaching operation of today's centers.

GOALS & OBJECTIVES: The overall goal of this material is to reflect some of the ways in which expansion has taken place beyond the single site Senior Center. The specific objectives of this guide are:

- To describe models of senior centers;
- To show the variations in the structure and operation of these centers.

SCOPE

CONTENT SUMMARY: The author presents models of fourteen Senior Centers which include: (1) placement of responsibility for policy and setting, program planning, development and implementation; (2) services provided; and (3) interagency and intraagency linkage of service. Ways of analyzing and categorizing senior center operations are briefly stated.

CONTENTS:
Introduction (1 page)
Chapter One: Alternative models to the single site senior center (50 pages)
Chapter Two: Possible ways of analyzing and categorizing senior center operations (4 pages)
Chapter Three: Charts showing possible senior center structures in a community (3 pages)

CONTENT ANALYSIS: The analysts agree that this material is logically and effectively communicated and that it contains accurate information which is well presented and conveys some of the developments taking place in centers. The book clearly depicts the contents listed and, although the publication date is 1974, the material contains relevant information.

Further development of the outline format which is used to present ways of analyzing and categorizing senior center operations would make the contents more comprehensive and sufficient for the topic.

METHODOLOGY: (Seminars; Discussion groups; Individualized instruction).
The contents are presented by textual information and case studies. Included are descriptive outlines, reviews, and charts to enhance the content of the text. This resource is suitable for presentation in seminars, discussion groups, or in an individualized educational setting. Addresses and information for follow-up are included.

MEANS OF EVALUATION: No evaluation is included in the text; evaluations of the effectiveness of the models presented would enhance the usefulness of this material.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this book is a useful overview for those involved with senior centers. This material includes information for providing a better life for older citizens by implementary comprehensive and systematic service delivery through decentralization, outreach, and transportation. This resource is useful for the inexperienced worker, and it illustrates some possibilities of the organizational structure of senior centers. However, the experienced professional may find this guide too basic for personal use. ▫

COMMUNITY PLANNING FOR AN AGING SOCIETY

IDENTIFYING INFORMATION

AUTHORS: M. Powell Lawton
Robert J. Newcomer
Thomas O. Byerts

AVAILABILITY & COST: Dowden, Hutchinson & Ross, Inc.
523 Sarah Street
Stroudsburg, Pennsylvania 18360
Cost: $22.00

PUBLICATION DATE: c. 1976

MEDIUM: Print (text) 340 pp.

SUBJECT AREAS: Community planning; Housing; Social services

PROGRAM FUNDING: The preparation of this resource was partly funded through individual grants to the Gerontological Society, the Massachusetts Institute of Technology, and the Philadelphia Geriatric Center.

PROGRAM DEVELOPMENT: This book was developed with the support of the Administration on Aging, U.S. Department of Health, Education and Welfare. It is Volume Twenty in the Community Development Series.

APPLICATION

INTENDED USERS: (University and community college educators; Administrators; Practitioners, Students; Community planners). The developers state that this book is primarily directed to community planners. The analysts specify that this resource is also appropriate for administrators, practitioners, educators and students in gerontology, social work, and public administration. The analysts believe this resource is most appropriate for graduate students or practitioners with some background knowledge of the planning process, research methodology, and organizations serving the elderly.

CONTEXTS: (Formally organized courses; Individualized settings). This text is best used in a self-paced individualized setting or as a lecture resource for formally organized courses.

INTENT

PURPOSE: The purpose of this resource is to provide a multidisciplinary approach to community planning of environments and services useful to older adults.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To provide a basic introduction to gerontology, community planning and policy;
- To translate gerontological knowledge into social and environmental prescriptions;
- To describe applications of population data use in planning;
- To suggest an environmental resource package for older adults.

SCOPE

CONTENT SUMMARY: The book consists of a series of articles describing the aged in a community setting, community planning and policy decisions that affect them and their housing and human services needs.

CONTENTS: Preface (4 pages)

Part One: The aged population in a community setting

Topic One: Introduction
T.O. Byerts (3 pages)

Topic Two: Every tenth American: The "problem" of aging
H.B. Brotman (14 pages)

Topic Three: Urban life style and life-cycle factors
F.M. Carp (22 pages)

Topic Four: Effect of ethnicity on life styles of the inner city elderly
M.H. Cantor (18 pages)

Part Two: Community planning and policy deci-

sions as they affect older people

Topic One: Introduction
R.J. Newcomer (4 pages)

Topic Two: Meeting the housing needs of older people
R.J. Newcomer (17 pages)

Topic Three: Federal housing programs for the elderly
W.C. Baer (18 pages)

Topic Four: Zoning for the elderly
R.B. Gillan (7 pages)

Topic Five: Utilization of alternative care settings by the elderly
W. Pollak and J. Hilferty (22 pages)

Topic Six: Costs of alternative care settings for the elderly
W. Pollak and J. Hilferty (15 pages)

Part Three: Programmatic aspects of housing for the elderly

Topic One: Introduction
M.P. Lawton (3 pages)

Topic Two: Estimating housing need
D.W. Sears (7 pages)

Topic Three: Housing preferences and satisfactions
J.T. Mathieu (19 pages)

Topic Four: Homogeneity and heterogeneity in housing for the elderly
M.P. Lawton (8 pages)

Topic Five: Site selection and the elderly
S.C. Howell (14 pages)

Topic Six: Model for planning a special neighborhood
A. Zelver (19 pages)

Topic Seven: New communities
M.L. Wylie (9 pages)

Part Four: Community services for the elderly

Topic One: Introduction
R.J. Newcomer (3 pages)

Topic Two: Community services and facilities planning
E. Kahana, B. Felton and T. Fairchild (13 pages)

Topic Three: Neighborhoods as service systems
V. Regnier (18 pages)

Topic Four: Toward an estimation of service need
J.J. Glossman, R.L. Tell, J.P. Larrivee and R. Helland (8 pages)

Topic Five: Aging and residential location
E.D. Sclar and S.D. Lind (16 pages)

Topic Six: Intraurban transportation needs and problems of the elderly
S.M. Golant (27 pages)

Topic Seven: Goal displacement in community planning for the elderly
C.L. Estes (8 pages)

Topic Eight: Reflecting user requirements in designing city parks
T.O. Byerts (13 pages)

Conclusion: M.P. Lawton
R.J. Newcomer
T.O. Byerts (5 pages)

Index (5 pages)

CONTENT ANALYSIS: The varied contents are generally presented logically and effectively. Some users may find certain articles out of sequence, and other users may have difficulty with the undefined professional jargon. The scope and depth of material presented on housing is quite appropriate, but the material on social health services is limited. The contents are generally accurate and objective. They are limited, by design, to focus on planning for the urban elderly. The contents could, however, be strengthened by a more accurate, in-depth analysis of the social service role in relation to the elderly population.

METHODOLOGY: (Lectures; Seminars; Individualized instruction).
The contents are presented by use of textual information and case studies. Included in the text are stated objectives, reviews, bibliographies, photographs, diagrams, tables and suggested follow-up

activities. The analysts specify that this material be used as a resource for lectures, seminars, or individualized instruction. The methodology is most appropriate for an academic college text. Each section of the book begins with an overview of the articles presented. The articles suggest a broad multidisciplinary viewpoint. A user's learning might be further enhanced by attempting to operationalize the suggested models in his/her community.

CRITIQUE

ANALYSTS' COMMENTS: This resource represents an admirable effort to use gerontological knowledge and information to create more relevant community planning for the needs of the elderly. It is most successful in sensitizing physical planners to the needs of the urban elderly. The contents are primarily directed to cognitive, knowledge building objectives. Necessary skills and training for successful community planning are defined, but there are no suggested skill development exercises presented. A wealth of detailed multidisciplinary information is presented within an academic, intellectual orientation. Users may note some unevenness in the content of the articles. This may reflect the stage of development of community planning in combining the social and environmental needs of the aged. ▫

A MODEL FOR SERVICE TO THE ELDERLY BY THE SMALL/MEDIUM SIZED PUBLIC LIBRARY

IDENTIFYING INFORMATION

AUTHOR: Stephen R. Jeffries

AVAILABILITY & COST: Center for Studies in Aging
North Texas State University
P.O. Box 13438
Denton, Texas 76203
Cost: $1.50

PUBLICATION DATE: 1978

MEDIUM: Print (guide) 79 pp.

SUBJECT AREAS: Social services; Adult learning; Library services

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Librarians; Paraprofessionals; Library science and gerontology students; Trainers; Educators; Administrators; Practitioners; City planners; Senior citizen groups). The developers specify librarians and paraprofessionals working in small and medium sized public libraries as users of this material. Analysts note that this material may be useful to students of library science and gerontology, as well as trainers, university and community college educators, administrators, and practitioners working in programs for the elderly. This research would be useful to city planners developing better library facilities or to senior citizen groups seeking better library services. A degree or expertise in library science, although not essential, would allow for more effective utilization of this resource.

CONTEXTS: (In-service trainings; Workshops; Lectures; Individualized settings).
The analysts recommend this resource for in-service trainings and workshops. The material is appropriate as a resource for a formally organized course or in an individual learning situation.

INTENT

PURPOSE: The purpose of this material is to provide the user with a guide to develop better library programs and services to the elderly.

GOALS & OBJECTIVES: Analysts specify that the specific objectives of this material are:

- To demonstrate the library's responsibility toward meeting the informational needs of the elderly;
- To present a step by step guide for public librarians interested in developing library services for the elderly;
- To provide a bibliography of sources and resources that will assist the user.

SCOPE

CONTENT SUMMARY: This handbook is a how-to guide for librarians interested in improving services for the older public. The author reviews the history of library services for the elderly; documents the library's responsibility to provide services; and presents a guide to help the user develop a library service for the elderly. The author has included a questionnaire to help identify needs of the older adult library user and a bibliography of sources and resources to assist the library in implementing a program.

CONTENTS:
Chapter One: Historical review of public library service to the elderly (11 pages)
Chapter Two: Responsibility and commitment of public libraries to the elderly (5 pages)
Chapter Three: Needs assessment of the elderly (14 pages)
Chapter Four: A model for service to the elderly by the small/medium sized public library (26 pages)
Chapter Five: Sources and resources (18 pages)
Chapter Six: Concluding remarks (4 pages)
Appendix: Bibliography (2 pages)

CONTENT ANALYSIS: The analysts agree that this resource provides concise and comprehensive coverage of the historical development of library services for the elderly. More information on the community and board of directors' support of the services would enrich the material. The material would be further enhanced by an introductory section.

METHODOLOGY: (Lectures; Discussion groups; Individual instruction; Experiential instruction).
The contents are presented by use of textual information and case studies. Included in the text are stated goals and objectives, reviews, practice questions, bibliographies, recommended follow-up activities, and visuals. The analysts suggest its use in lectures, instructor centered discussions, small group discussions, and individual or experiential learning situations. One analyst recommends supplementing the use of this material with a film on library services for the elderly to be presented in a public lecture.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this is an informative resource about the services which libraries provide to the elderly. The material provides an array of creative ideas and useable information to guide the user from the idea stage to the support-seeking, fund raising, and implementation stages. More practical information on actually developing a program may be helpful to the person starting at a very basic level. Overall, however, the analysts find this resource to be well-organized, highly readable, and adequately researched. ▫

OLD GOLD: A Practical Introduction to Sources of Support for Adult Education Programs for the Elderly

IDENTIFYING INFORMATION

AUTHORS: Jacques O. Lebel
Leo L. Cram
Harold Salmon
Sharon Bane
Dibby Falconer
Patricia Bohn

AVAILABILITY & COST: Center for Studies in Aging
North Texas State University
Denton, Texas 76203
Cost: not specified

PUBLICATION DATE: c. 1978

MEDIUM: Print (guide) 80 pp.

SUBJECT AREAS: Administration; Program funding; Older adult education programs

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: Prepared by the Funding Committee of the Section on Education for Aging of the Adult Education Association of the U.S.A.

APPLICATION

INTENDED USERS: (Adult educators; Gerontologists; Program designers; Group leaders; Advisory boards; Trainers). The developers state that this guide is intended for adult educators who are seeking direction and assistance for sources of program support. The analysts specify that this resource is appropriate for experienced adult educators, trainers, practitioners, and older adult advisory boards. A basic exposure to seminars sponsored by the Catalog of Domestic and Federal Monies Grantsmanship as well as skills in program design and group leadership would be helpful to the user. An experienced trainer could easily adapt the material for practitioners and older adult advisory boards.

CONTEXTS: (Workshops; Practicums; Individualized settings; In-service trainings). The analysts state that this book was designed to be used as a self-paced instructional material for in-service training. It is suitable for use in a single four-hour workshop or in an eight hour training if a practicum is used to supplement a classroom lecture.

INTENT

PURPOSE: The developers state that this guide is intended to provide adult educators and gerontologists with basic practical information on sources of support for adult education programs serving the elderly.

GOALS & OBJECTIVES: The overall goals of this resource for adult educators and gerontologists are the following:

- To illustrate strategies and skills which are necessary to enter and participate in the aging network;
- To examine the steps which lead to successful grantsmanship;
- To show the various sources of funding for programs for older adults.

SCOPE

CONTENT SUMMARY: This material is presented as a report on public and private sources of funding for education programs designed for older adults. In the preface, a capsule history of adult education is provided. Then, a conceptual framework of the aging network is constructed to illustrate strategies for entering the aging network. The sources of local, state, federal, and private philanthropy are reviewed. A bibliography is included to supplement funding sources. Finally, a guide presenting a suggested process for the application of funds for adults' programs is included.

CONTENTS:
Preface (5 pages)
Introduction (4 pages)
Chapter One: Building a pipeline into the aging network
L. Cram (25 pages)
Chapter Two: Selected programs of the U.S. Office of Education

H. Salmon (10 pages)

Chapter Three: Tapping private foundations for support of adult education programs for the elderly
S. Bane (14 pages)

Chapter Four: Potential support for adult education programs through the Federal Older Americans Act
J. Lebel (15 pages)

Chapter Five: Local resources as potential sources of funds to support adult education activities for older adults
D. Falconer and P. Bohn (13 pages) pages)

Concluding thoughts (2 pages)

List of contributors (1 page)

CONTENT ANALYSIS: The material is logically and effectively presented. The funding source information is thorough; the resource lists are extensive; the preface provides detailed background history; and the concluding remarks section provides sound debriefing on the text's material. Although this information will have to be updated periodically, the content is well written without jargon. The material is sufficient in depth and is extremely objective.

METHODOLOGY: (Lectures; Discussions; Individualized instruction).

Recommended methods of presentation include lectures; instructor-centered discussions, and individualized learning situations. Each chapter provides stated objectives, reviews, bibliographies, recommended follow-up activities, and tables of aging network organizations and funding sources. Appendices with case studies, a sample mini-proposal, and a student practicum to adapt this text into a training manual would be useful additions. A panel of aging network personnel might be utilized during a training in order to enhance the content of the manual.

CRITIQUE

ANALYSTS' COMMENTS: The analysts agree that this guide provides concise and comprehensive aging network information and available sources of funding for aging educational programs. The book would be more useful if the textual information and the foundation list were more integrated. This resource is valuable and highly recommended for adult educators in institutions of higher education and community organizations. To receive the necessary exposure this material should be available on a broader scale as it is an outstanding report. ▫

OLDER AMERICANS ACT PROJECT MANAGEMENT: Legal Duties and Responsibilities

IDENTIFYING INFORMATION

AUTHORS: Charles A. Thompson
Marlin J. Harper

AVAILABILITY & COST: Charles A. Thompson
Clinical Programs
1659 North High Street
Columbus, Ohio 43210
Cost: not specified

PUBLICATION DATE: c. 1976

MEDIUM: Print (manual) 192 pp.

SUBJECT AREAS: Administration; Legal topics

PROGRAM FUNDING: This manual presents the findings of a one-year project funded to the College of Law of the Ohio State University by the Ohio Commission on Aging. A special training grant related to Title VII, the Nutrition Program for the Elderly, of the Older Americans Act Comprehensive Services Amendments of 1973/75, funded the project.

PROGRAM DEVELOPMENT: This manual was developed out of the authors' analysis of the Older Americans Act and other Federal and Ohio statutes defining the duties and responsibilities of those who provide services to the elderly.

APPLICATION

INTENDED USERS: (Older American Act agencies and organizations; Students; Trainers; Educators; Administrators; Practitioners). The developers specify that this handbook is intended for agencies and organizations who are participating in the Older Americans Act programs. The analysts recommend users to be students, trainers, university and community college educators, administrators, practitioners, and those who are studying non-profit administration. This material is also suitable for graduate students; those wishing to understand the legal technicalities of contracting services for the elderly; as well as the staff, employees, and volunteers who work with or for the OAA program. It would be useful for any service provider in Ohio in order to fully understand contractual agreements and obligations. Use of this handbook requires some legal knowledge, administrative experience, and at least an undergraduate degree.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized settings).
The analysts specify that this resource be used in in-service trainings, formally organized courses, workshops, and at home. A directed or self-paced study, four-hour workshops, or classes lasting fifty hours are suitable time-frames for this resource. This material would be useful when a program is initially conceived, prior to its implementation; then followed as necessary when problems arise.

INTENT

PURPOSE: The purpose of this handbook is to inform the user of the principal legal issues and the problems incurred with the administration of the Older Americans Act.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To provide the user with a general overview of the principal legal issues involved in operating a program;
- To alert the user of some potential problem areas;
- To explain, in general terms, the legal duties and potential liabilities that the user may have undertaken by accepting a grant or by entering into a contract to operate an Older Americans Act program.

SCOPE

CONTENT SUMMARY: This handbook describes the contents of a Federal Grant, the Older Americans Act, and other legislation affecting contracts for aging services. The developers explain how a grant operates, what stipulations must be met in order to subcontract under the Older Americans Act, state and federal legislation affecting the grant, and extraneous legislation that must be maintained. Included in the text are extensive footnotes and a comprehensive index.

CONTENTS:

Chapter 1: Introduction (5 pages)
Chapter 2: The nature of a Federal Grant (6 pages)
Chapter 3: The HEW regulations (16 pages)
Chapter 4: Title III program regulations (14 pages)
Chapter 5: Title VII program regulations (16 pages)
Chapter 6: Title VII Grants from the Ohio Commission on Aging (12 pages)
Chapter 7: Procurement and contract terms and procedures (16 pages)
Chapter 8: The Federal Occupational Safety and Health Act (8 pages)
Chapter 9: Equal services for all older Americans (8 pages)
Chapter 10: Equal employment opportunities (8 pages)
Chapter 11: Requirements of state and local laws (10 pages)
Chapter 12: Fair Labor Standards Acts (6 pages)
Chapter 13: Workmen's compensation (8 pages)
Chapter 14: Unemployment compensation (8 pages)
Chapter 15: Retirement and disability plans (6 pages)
Chapter 16: Tax-exemptions for non-profit organizations (4 pages)
Chapter 17: Liabilities for accidents and injuries (14 pages)
Chapter 18: Insurance (10 pages)
Index (13 pages)

CONTENT ANALYSIS: The analysts concur that this material is communicated logically and effectively. Even though highly technical, the material is up-to-date and is written in simple, understandable, straight-forward language. Although this work is limited to Ohio, certain aspects are applicable to all contracts. This book is one of the few resources which adequately covers federal laws, unemployment, taxes, and insurance issues concerning the elderly. The references to specific laws and regulations will need periodic updating, but the material is highly useable as it is.

METHODOLOGY: (Lectures; Seminars; Experiential instruction; Individualized instruction; Legal consultation). The content is presented by textual information. Included are stated goals and objectives, summaries, recommended follow-up activities, and footnotes. The analysts specify its use in lectures, seminars, or as individualized or experiential study. It may also be used as a resource for legal assistance information. Moreover, the user should establish contact with an attorney and familiarize himself with the local and state laws and regulations governing program administration and implementation. A dynamic instructor would complement the material.

CRITIQUE

ANALYSTS' COMMENTS: All analysts comment that this handbook is excellent and useable as a legal resource. Most issues that arise regarding legal problems and responsibilities are addressed in this text. Every state would benefit from having a similar resource incorporating local laws. This text is most suited for skilled administrators and fiscal staff members. The developers' suggestions of procedures for resolutions on prevention are useable. ▫

WHEN YOUR PARENTS GROW OLD

IDENTIFYING INFORMATION

AUTHORS: Jane Otten
Florence D. Shelly

AVAILABILITY & COST: Funk and Wagnalls
666 Fifth Avenue
New York, New York 10022
Cost: $9.95

PUBLICATION DATE: c. 1976

MEDIUM: Print (text) 298 pp.

SUBJECT AREAS: Biological, psychological, and social aspects of aging; Social services

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: The authors specify that the text was developed after interviewing many specialiats in the field of aging who are cited in the reference section and extensively surveying the professional literature.

APPLICATION

INTENDED USERS: (Adult children; Educators; Administrators; Practitioners; Counselors; Family counselors). The developers specify intended users to be adult children who care for their aging parents. The analysts state that the text may also be appropriate for use as an information resource by educators, administrators, practitioners, counselors, older adults, or any interested individuals especially family counselors. No special skills are required by user, although a college reading level ability is recommended.

CONTEXTS: (Formally organized courses; Workshops, Individualized settings).
The analysts suggest that this material is useful as a resource for a formally organized course, a workshop, or in an individual learning experience. The book may be used to supplement a general text for a "Social Problems of Aging" course. It may also be useful as a training manual if periodically updated.

INTENT

PURPOSE: According to the authors this book provides information that will enable the family to find the best solutions to whatever problems confront their aging parent.

GOALS & OBJECTIVES: The overall goal of this book is to provide guidance and assistance for the adult child in locating supportive services and resources for his aged parent. The specific objectives are:

- To educate readers to the increasing range of resources and supportive services available;
- To educate readers of general approaches to problems that can be adapted to meet specific needs;
- To provide specific suggestions and names of places for advice and assistance.

SCOPE

CONTENT SUMMARY: This book reviews the biological and psychological changes in aging and covers adjustment to the stages of retirement, chronic illness, death and dying, widows and widowers, and remarriage. A detailed discussion of various agencies within communities that assist with problems of aging is covered.

CONTENTS:
Introduction (5 pages)
Chapter One: Facing up (13 pages)
Chapter Two: Finding help in the community (32 pages)
Chapter Three: Improving the quality of your parent's life (35 pages)
Chapter Four: As dependency grows: From care at home to choosing a nursing home (23 pages)
Chapter Five: Money matters: Government benefits, insurance, taxes, estates (46 pages)
Chapter Six: Your parent and his doctor (13 pages)

Chapter Seven: Diseases of the elderly (28 pages)
Chapter Eight: Behavioral changes (13 pages)
Chapter Nine: The healthy aged (20 pages)
Chapter Ten: Your parent at a crossroad: Life-changing events (13 pages)
Chapter Eleven: Doing the best you can (6 pages)
Notes (5 pages)
Appendix A: Where to write (9 pages)
Appendix B: Where to turn (8 pages)
Bibliography (8 pages)
Index (16 pages)

CONTENT ANALYSIS: The analysts believe that this material covers most of the significant problems that face the adult child in dealing with their aging parents. The text presents advice in a language that the average reader can readily comprehend, and has extensive lists and bibliography which addresses how to find and obtain additional information. Psychological feelings and relationships are dealt with in a helpful manner. Additional case studies, an examination of public policy on aging and more coverage of the impact of stress between adult children or grandchildren and aging parents would further enrich the contents.

METHODOLOGY: (Informative resource; Lectures; Seminars; Discussion groups; Individualized or experiential instruction; Guest lectures). The content is presented via case studies and textual information. The text includes stated objectives and bibliographies which analysts find effective. Additional case histories and pictures would expand the content. No methodology for use of the text is implied by the developers. The book is meant to be an informational resource rather than a training tool. The analysts specify that the information may be used in lectures, seminars, discussion groups, individual or experiential learning situations. Guest resource speakers to supplement the sections on financial and medical problems addressed in the resource would be helpful to the user.

MEANS OF EVALUATION: Although there is no self-assessment tool mentioned, the developers specify in the concluding chapter that the reader should be able to recognize the problems of aging, the limits of responsibility and the availability of resources open to him for assistance.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this book is useable and excellent as an introductory information guide to the range of problems encountered by adult children and their aging parents. This guide could be developed as a "how to" book with periodic updating. It is a good source for answers to the concerns that many families have. The resources which list additional information and where it may be obtained are most comprehensive. Additional case histories and self-help information would be helpful, as well as using this book in conjunction with resources such as *A Good Age* by Alex Comfort, *The Ulyssean Adult* by J.A.B. McLeish, or *Positive Approaches to Selecting Alternative Living Arrangements for the Elderly* by Sandoz Pharmaceuticals. ▫

WIDOWS AND WIDOWHOOD: A Creative Approach to Being Alone

IDENTIFYING INFORMATION

AUTHORS: James A. Peterson
Michael L. Briley

AVAILABILITY & COST: Association Press
291 Broadway
New York, New York 10007
Cost: $7.95

PUBLICATION DATE: c. 1977

MEDIUM: Print (handbook) 241 pp.

SUBJECT AREAS: Widowhood; Death and dying; Legal topics; Financial aspects of widowhood

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This book developed from the authors' research, interviews, case studies and the growing literature on grief work and consumer education.

APPLICATION

INTENDED USERS: (Widows; Practitioners; Students; Older adults; Clergymen; Trainers).
The authors state that the text is intended for widows and those persons suffering from other types of separation traumas. Widows from traditional, more conservative backgrounds may find more support from this book than those widows seeking more creative alternatives. Practitioners, clergy, leaders of widows' discussion groups, and trainers preparing clinical practitioners for counseling with widows would also find this book useful.

CONTEXTS: (Individualized settings; In-service training; Formally organized courses; Workshops; Counseling groups; Widow-to-widow groups). This book is most appropriate for self-paced textual reading by widows or practitioners. The content could also be a basis for discussion groups for widows past the immediate loss period.

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INTENT

PURPOSE: The developers state that the purpose of the book is not only to marshall relevant information about widows and widowhood, but also to use those resources in helping widows to construct their futures.

GOALS & OBJECTIVES: The authors' goals and objectives are not specifically stated. The analysts specify the following learning objectives:

- To disseminate the research knowledge base about widowhood to widows;
- To change some popular attitudes regarding behavioral means for widows;
- To teach widows such necessary skills as financial management;
- To provide widows with suggestions for resources and further helpful reading.

SCOPE

CONTENT SUMMARY: This book demonstrates through anecdotes and research data why the economic, social, and psychological problems of American widowhood present an increasing need for relevant community programming. Information and suggestions are included for dealing with separation, grief, emotional adjustment to loss, identity and role reconstruction, health, financial, and spiritual needs.

CONTENTS:
Chapter One: The sign on the mantel (10 pages)
Chapter Two: The numbing aloneness (20 pages)
Chapter Three: Working through the separation (19 pages)
Chapter Four: The new you (12 pages)
Chapter Five: Finding a new world (19 pages)
Chapter Six: The best time of the year (27 pages)
Chapter Seven: A new world of people (18 pages)
Chapter Eight: You and your family (24 pages)
Chapter Nine: The growth of the spirit (17 pages)
Chapter Ten: To sleep alone or . . . (17 pages)
Chapter Eleven: Not by bread alone, but . . . (28 pages)

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Chapter Twelve: Life can be fulfilling (17 pages)
Notes (8 pages)
Bibliography (2 pages)
Index (3 pages)

CONTENT ANALYSIS: The authors state that this book does not pretend nor does it aspire to be one neat package containing all the personal answers to all the problems of every widow. Yet, the analysts believe that the scope of the material is appropriate and sufficient in helping the older widow synthesize her own formula. The book is logically and effectively written in a readable, clear style. The content is based on well documented sound research findings. However, the authors' emphasis on a traditional religious self-help model may not fully recognize the significance of socialization and cultural biases. The depth of the anecdotal experiences might be strengthened by including experiences of widows whose spouses died after longer, chronic illnesses. The book's usefulness might be further enhanced by including updated information on the Tax Reform Act, Widow-to-Widow programs, and the findings of Elizabeth Kubler-Ross.

METHODOLOGY: (Seminars; Discussion groups with or without a leader; Individualized instruction).
The authors use textual material, research data, checklists and most effectively case studies to present the content. The authors also include reviews, summaries, bibliographies, and recommended activities. If this book is used for a widow's discussion group, films and additional informational literature would be helpful.

CRITIQUE

ANALYSTS' COMMENTS: This book is a basic introduction to dealing with widowhood. It is written to appeal to lay persons, though its research foundation is solid. Trainers and practitioners will likely need a more thorough knowledge of widowhood problems and counseling skills before using the book for individual or group counseling. The case studies are the unique strength of the resource. Widows might easily identify with the expressed feelings and related experiences and find the book's suggestions useful as a basic guide. ▫

COUNSELING OLDER PERSONS:
Careers, Retirement, Dying

IDENTIFYING INFORMATION

AUTHOR: Daniel Sinick

AVAILABILITY & COST: Human Sciences Press
72 Fifth Avenue
New York, New York 10011
Cost: not specified

PUBLICATION DATE: c. 1977

MEDIUM: Print (monograph) 112 pp.

SUBJECT AREAS: Counseling; Death and dying; Employment/retirement

PROGRAM FUNDING: This monograph was developed under a contract with the National Institute of Education, Department of Health, Education and Welfare.

PROGRAM DEVELOPMENT: The monograph is Volume Four in "New Vistas in Counseling Series" published in collaboration with ERIC Counseling and Personnel Services Information Center. This center tries to develop one volume publications which synthesize ideas, approaches, and resources on the cutting edge of new trends or developments.

APPLICATION

INTENDED USERS: (Students; Trainers; University and community college educators; Administrators; Practitioners; Older adults). The author directs this monograph to the counseling generalist or counselor who specializes in aging. However, the author notes that the material is equally appropriate for other professional or paraprofessional students, helpers or anyone who is experiencing the difficulties of aging or the trauma of dying. Educators or trainers using this monograph need prerequisite skills in counseling, and a sound understanding of aging, retirement and dying. Students might use this resource in college courses in adult psychology, guidance and counseling or social work.

CONTEXTS: (In-service trainings; Formally organized courses;

Workshops; Individualized settings). Practitioners with professional or paraprofessional training might use this monograph for self-paced instruction. Others might benefit from one or two half-day workshops or in-service sessions using the monograph as the basis for discussion. It could also be used as a text for formally organized courses.

INTENT

PURPOSE: The author's purpose is to indicate the need for effective counseling services for older adults and then provide a basic resource describing several successful approaches.

GOALS & OBJECTIVES: The author's goals are:

- To focus on the perspective and expertise counselors need in order to serve older persons dealing with the developmental tasks of aging and dying;
- To focus on counseling regarding careers of older persons;
- To focus on counseling regarding retirement;
- To focus on counseling regarding dying and death;
- To stimulate the reader to delve further into the expanding literature on counseling older persons.

SCOPE

CONTENT SUMMARY: This monograph describes various successful counseling approaches, techniques, and considerations as they relate to second careers, employment, retirement planning and preparation of the individual and family for death.

CONTENTS:
Foreword (2 pages)
Chapter One: Why counselor concern: An overview (5 pages)
Chapter Two: Career counseling (17 pages)
Chapter Three: Retirement counseling (16 pages)
Chapter Four: Dying and death (21 pages)
Chapter Five: Trends, issues, and recommendations (13 pages)
Appendices:
- Reading related to older women (2 pages)
- Periodicals pertinent to older persons (1 page)
- Organizations concerned with older persons (3 pages)

References (8 pages)

CONTENT ANALYSIS: The content is presented in a brief, readable, and interesting manner. The three major topics are covered in an interesting chronological and psychological sequence, appropriate to the developmental stages of aging. The scope of the material is brief, however anything more extensive may become too demanding. The depth of the material is geared to several levels of expertise. For example, this resource provides a brief overview for the professional while simultaneously offering sufficient background for the novice. The material is presented objectively with no noticeable biases or limitations. This objectivity may seem too detached for some users.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).
The author uses textual material to present content. Stated objectives, reviews, summaries, and bibliographies are also provided. The text is most effective as supplementary lecture material or for self-paced individualized instruction. It might also be the subject of seminar discussion. Additional resource materials such as videotapes demonstrating the counseling techniques with different clients might prove helpful. Role playing using the presented techniques may also enhance skill development.

CRITIQUE

ANALYSTS' COMMENTS: This monograph is a fast, simple-to-read basic resource presenting interesting, accurate material on counseling older adults. The three topics of careers, retirement and dying make sense from a developmental standpoint. While there is limited factual information and theory presented, the author does attempt to basically integrate the two. Users may also find the bibliographies, such as the one on issues related to older women, particularly useful. ▫

IN-SERVICE TRAINING: Role and Structure in Long-Term Care Facilities

IDENTIFYING INFORMATION

AUTHOR: Steven Proctor

AVAILABILITY & COST: Center for Studies in Aging
North Texas State University
P.O. Box 13438
Denton, Texas 76203
Cost: $1.50

PUBLICATION DATE: 1976

MEDIUM: Print (self-teaching guide) 54 pp.

SUBJECT AREAS: Long-term care facilities; Staff development programs in aging

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Trainers; Students; Educators; Administrators of long-term care facilities; Practitioners; In-service directors). The developers infer that this resource is intended for in-service directors and administrators in long-term care facilities. The analysts specify that this material is appropriate for college educators and students learning how to provide in-service training. Trainers or educators will need to know something about educational design to use this resource, but students will need no specific background knowledge or skills.

CONTEXTS: (In-service trainings; Individualized settings). According to the analysts, the content is written as a self-paced reference for in-service trainers in long-term care. In-service training using this handbook could take place within any time frame appropriate to the trainer's and learners' objectives.

INTENT

PURPOSE: The author's purpose is to focus on the role of in-service training in the long-term care faciltiy.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To focus on the problems inherent in the training process in the health facility;
- To discuss factors which should be considered when the role of in-service training in the individual faciltiy is determined;
- To present the principle of the in-service training concept in long-term care facilities.

SCOPE

CONTENT SUMMARY: This resource covers the problems of in-service training as they relate to the on-going bureaucratic functioning of the long-term care facility. It covers the need for establishment and evaluation of in-service training, the principles and considerations in implementing in-service training, on-the-job training and the systems concept.

CONTENTS:

Chapter One: Introduction (1 page)
Topic One: Problems of in-service training in long-term care institutions (9 pages)
Topic Two: Establishment and evaluation of in-service training: Factors for consideration (6 pages)

Chapter Two: Case Study (13 pages)

Chapter Three: Principles and implementation of in-service training
Introduction (4 pages)
Topic One: Developing the in-service training function (2 pages)
Topic Two: On-the-job training (2 pages)
Topic Three: The systems concept and in-service training (14 pages)

Conclusion (2 pages)

CONTENT ANALYSIS: The scope and depth of material presented is sufficient for the author's purpose. While most of the content is presented logically and effectively, it could be improved by distinguishing clearly the lines

of authority that exist in the long-term care facility. Indicating the author's conclusions on the effects of training might also make the content more useful. It should be noted, however, that the content emphasizes the mesh between role levels within a facility, but does not deal with the establishment of consensus of those involved in the training effort.

METHODOLOGY: (In-service training; Individualized instruction).

The developer uses textual information and case studies to present content. Also included in the text are bibliographies and tables. The analysts specify that this type of presentation lends itself best to individualized instruction, but the content could be incorporated into in-service training.

CRITIQUE

ANALYSTS' COMMENTS: The analysts agree that this is an excellent reference for administrators and in-service directors of long-term care facilities. The conceptual framework presented for viewing in-service training is excellent but there is sometimes a limited presentation of operational details. For example, an idea for an "entry level unit" for all new employees is presented but a method for administrators to use in justifying such a unit for prospective clients is not included. In general, users will find this resource a handy, conceptually sound reference. ▫

LAST HOME FOR THE AGED

IDENTIFYING INFORMATION

AUTHORS: Sheldon S. Tobin
Morton A. Lieberman

AVAILABILITY & COST: Jossey-Bass, Inc., Publishers
615 Montgomery Street
San Francisco, California 94111
Cost: $13.95

PUBLICATION DATE: c. 1976

MEDIUM: Print (text) 304 pp.

SUBJECT AREAS: Long-term care facilities

PROGRAM FUNDING: This book was made possible through grants from the National Institute of Child Health and Human Development, HD-0364, and from the Administration on Aging.

PROGRAM DEVELOPMENT: This book was developed out of the authors' study of the psychological status of the elderly prior to admission, during institutionalization, and after living in the institution.

APPLICATION

INTENDED USERS: (Practitioners; Planners; Policymakers; Students; Trainers; Educators; Administrators; Older adults; Families; Researchers; Lay persons). The developers specify that this text is for direct practitioners, planners, students, trainers, university and community college educators, administrators, older adults, families, researchers, and other interested lay persons. This text is useful for families of older adults considering institutionalization.

CONTEXTS: (Formally organized courses; Individualized settings).

The analysts specify that this text be used as a resource in a formally organized course or in an individualized setting. This material is appropriate for a three to five hour presentation and discussion

in a classroom setting in which long-term care issues are being discussed.

INTENT

PURPOSE: The purpose of this resource is to look at institutions and the residents; to look at causes of negative psychological changes among elderly residents; and to present future alternatives for better institutional life.

GOALS & OBJECTIVES: The overall goal of this material is to present the developers' findings, conclusions, and considerations for the emerging institutional forms and the potential for developing innovative institutions within a viable long-term care system of social health care for the elderly. The specific objectives are:

- To examine the psychological changes of older people who enter sectarian homes for the aged;
- To isolate the irreducible effects of the institutional process;
- To present future alternatives for better institutional life.

SCOPE

CONTENT SUMMARY: This book reports the results of an intensive investigation into the institutional effects of eighty-five older persons who were admitted into a sectarian home for the aged. The study focuses on the pre-decision phase and post-institutional outcomes on the psychological status of the aged through interviews and short answer quizes. Implications of the findings are discussed and its relevance to practitioners, planners, and policymakers are presented.

CONTENTS:
Preface (4 pages)
Chapter One: What do institutions do to the old? (54 pages)
Chapter Two: Anticipating institutionalization (68 pages)
Chapter Three: Initial adjustment (44 pages)
Chapter Four: Through the first year (42 pages)
Chapter Five: Implications for practice (44 pages)
Appendix: Measurement (28 pages)
References (16 pages)
Index (8 pages)

CONTENT ANALYSIS: The material is logically and effectively communicated. Although this resource discusses a small geographic area, it covers a wide range of ideas. The detailed conclusion may allow the user to critically judge the research and utilize the findings. Although it is well conceived and objective, the text would be more helpful to the user if new solutions to care of the institutionalized were included.

METHODOLOGY: (Lectures; Seminars; Individualized instruction; Reading assignments).
This material is presented via textual information and case studies which are useful for illustrating changes, causal factors, psychological adjustments, and differences among individuals and patients. Included in the text are summaries, bibliographies, an appendix and an index. The analysts specify that this resource be used to supplement lectures, seminars, and as an individualized study. It may also be useful when integrated with additional readings and site visits.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this guide is interesting and valuable as an information source on the institutionalization of the aged. The text raises many questions, and provides an illustration that the negative effects of institutionalization are not caused solely by life within institutions. Although this study is appropriate for use in gerontology courses, it might be more helpful to the user if more up-to-date information were provided. However, this book is an important contribution to the understanding of the effects of long-term care on the older resident. ▫

POSITIVE APPROACHES TO SELECTING ALTERNATIVE LIVING ARRANGEMENTS FOR THE ELDERLY

IDENTIFYING INFORMATION

AUTHOR: Sandoz Pharmaceuticals

AVAILABILITY & COST: Sandoz Pharmaceuticals
Division of Sandoz, Inc.
East Hanover, New Jersey 07936
Cost: not specified

PUBLICATION DATE: c. 1975

MEDIUM: Print (brochure) 62 pp.

SUBJECT AREAS: Long-term care facilities; Social services

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Physicians; Students; Trainers; University and community college educators; Administrators; Practitioners; Older adults). The developers state that this brochure is intended for physicians who are most often asked to help find the setting for their aged patients for whom independent living is no longer possible. The analysts specify that this resource is also appropriate for professional students and their educators, trainers, administrators and practitioners serving the elderly, and the elderly and their families.

CONTEXTS: (Individualized settings; Formally organized courses).
The developers state that this brochure is designed for self-paced instruction in individualized settings. The analysts specify that the material can be a resource for formally organized courses or read by a family or older adult before visiting a long-term care facility. The most appropriate time frame for course presentation of this material might be a single three-hour session.

INTENT

PURPOSE: The developers state that the purpose of this resource is to provide a basic knowledge and understanding of the positive approaches to identifying and selecting alternative living arrangements for the elderly when quasi-independent life is no longer feasible.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To help familiarize the physician with the scope of alternative living arrangements and services available to the aged in the community;
- To help the physician recognize when the aged's present living arrangements are no longer suitable and alternatives should be suggested;
- To help the physician understand the intricate emotional considerations of the aged patient and also of the patient/family relationships;
- To help the physician educate the patient and family to the alternatives and to the selection procedures for choosing the best alternative;
- To help the physician guide the patient and family through the acceptance of the new living arrangements with emphasis on the nursing home environment.

SCOPE

CONTENT SUMMARY: This brochure contains sections on the positive aspects of services available to the aged in the home, community and institution. It includes information on the emotional impact of relocation on the aged and their families, levels of institutional care, and how to evaluate a nursing home.

CONTENTS:

Introduction (2 pages)

Section One: Positive approaches
Topic One: Knowing the available alternatives (4 pages)
Topic Two: Recognizing when to suggest a change (2 pages)
Topic Three: Understanding the emotional considerations (3 pages)
Topic Four: Educating the elderly patient and his family about the alternatives (1

page)

Topic Five: Guiding the elderly and their families (3 pages)

Section Two: Nursing home care – The nature and variety of long-term care facilities

Topic One: The nursing home spectrum of services and considerations (4 pages)

Topic Two: Nursing home nomenclature (3 pages)

Topic Three: Evaluating the nursing home (6 pages)

Topic Four: Matching the patient to the home (6 pages)

Topic Five: Selecting the best nursing home (5 pages)

Appendix (9 pages)

CONTENT ANALYSIS: The contents are presented logically, accurately, and effectively within a scope appropriate for an overall guide or summary. The depth of material is sufficient for the self-study frame available to most busy professionals. The content could go into greater depth by including information on financial aspects of long-term care, Medicaid and Medicare certification, and the Patient's Bill of Rights. While the role of the physician as counselor is stressed, the Appendix provides other helpful resource lists of State Nursing Home Association, State Agencies on Aging, regional offices of the Administration on Aging, and Religious Service groups.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).

The contents are presented by means of textual information, case studies, and the inquiry method. Included in the text are stated objectives, reviews, pictures, tables, graphs, and address lists. The analysts specify that this material may be used as a resource for lectures, seminars, discussion groups and individualized instruction. The learning aides presented are effective in strengthening the user's ability to implement suggested action.

CRITIQUE

ANALYSTS' COMMENTS: This brochure provides a brief summary and complete lists for assessing both the older adult and personnel needs and services of a potential care facility. The developers offer a practical introduction for physicians to the alternative living arrangements available for the dependent elderly. A helpful section on nomenclature clarifies these alternatives. The underlying theme of this brochure is that the selection of a care facility should help the elderly person remain useful, and experience some of the pleasures available to him/her previously experienced in the community. This brochure might also serve as an introduction to meaningful dialogue between the physician/counselor and the older adult patient and family.

CREATIVE MENTAL HEALTH SERVICES FOR THE ELDERLY

IDENTIFYING INFORMATION

AUTHORS: Raymond M. Glasscote
Jon E. Gudeman
Donald G. Miles

AVAILABILITY & COST: The Joint Information Service of the American Psychiatric Association and the Mental Health Association
1700 18th Street, N.W.
Washington, D.C. 20009
Cost: $8.50

PUBLICATION DATE: c. 1977

MEDIUM: Print (report) 190 pp.

SUBJECT AREAS: Mental Health/Rehabilitation; Day care/Home service; Housing; Long-term care facilities; Programs/Centers; Social services

PROGRAM FUNDING: The work reported in this volume was largely supported by grants from the Van Amerigen Foundation, Inc. and the Ittleson Family Foundations and by a National Institute of Mental Health grant, contract number 278-75-0011(OD).

PROGRAM DEVELOPMENT: This project developed from concerns of the Joint Information Service of the American Psychiatric Association and the Mental Health Association for the elderly, mentally ill and services being provided by community-based programs in the United States and Europe.

APPLICATION

INTENDED USERS: (Students; Trainers; Educators; Administrators; Practitioners; Older adults; Long-term care personnel; Social service personnel). The developers state that this resource is suitable for persons involved in the field of mental health for the aged. The analysts specify that it is appropriate for students, trainers, university and community college educators, administrators, practitioners, older adults, long-term care personnel, and social service personnel. This book might be of most value to administrators at various levels who are responsible for program development, whether mental health related or not. A background in aging, long-term care, or in provision of services to the aging, as well as an interest in the subject will assist one in utilization of this material.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized settings).
The analysts specify that this material is suitable for in-service trainings; formally organized courses; and workshops; it is also appropriate in a self-paced time frame.

INTENT

PURPOSE: The developers specify that this report is meant to be a guide and hopefully a stimulus to more creative and innovative applications of well-known concepts in the field of mental health for the aged.

GOALS & OBJECTIVES: The overall goal of this material is to provide exemplary models to stimulate creative approaches in the mental health of the elderly. The specific objectives are:

- To present a view of the elderly and their needs and problem;
- To present exemplary programs in order to stimulate the user to more creative and innovative approaches in work in the field of mental health for the elderly.

SCOPE

CONTENT SUMMARY: The developers state that this volume reports a field study of four American, four English, and two Scandinavian programs which provide creative mental health services for the elderly. There is a concise overview of the programs including the actual services, problems, and outcomes of the programs.

CONTENTS: Part One: An overview
- Introduction (4 pages)
- The elderly and their needs and

problems (11 pages)
- Present and prospective programs (18 pages)

Part Two: Ten Programs
- Some highlights (4 pages)
- Ensomme Gamles Vaern, Copenhagen (15 pages)
- Northside Neighborhood Family Services, Inc., Miami (10 pages)
- Douglas Gardens (Miami Jewish Home and Hospital for the Aged), Miami (12 pages)
- Council for Jewish Elderly, Chicago (16 pages)
- Southampton, England (18 pages)
- West Cornwall, England (19 pages)
- Gloucestershire, England (17 pages)
- Goodmayes Hospital, London (17 pages)
- Stockholm (13 pages)
- The Ebenezer Society, Minneapolis (10 pages)

CONTENT ANALYSIS: The analysts agree that this volume is well-written; interesting; readable; relevant; logically and effectively communicated; and helpful. There is no academic jargon to diminish the usefulness of this resource. The descriptions provided are detailed enough for the practitioner and the administrator to gain useful information, while also dealing with the clinical/conceptual differences in a thorough, objective fashion. There are descriptions of the program developments which underlie the successful examples. There is an excellent balance between the objective data and the subjective impressions. However, a list of addresses and names for requesting more detailed information of the centers described would be helpful.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction; Experiential instruction). This material is presented via textual information and case studies. The chapters include overviews of needs and programs; and highlights of the programs visited. The analysts specify that this material be presented in lectures, seminars, discussion groups, or as individualized or experiential learning situations. One analyst notes that although this text is not specifically intended for training, it might be useful as a basis for actual involvement in program planning and implementation.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this book is an excellent scholarly contribution to the field of mental health services for the elderly. The developers' use of ten case studies based on cross-cultural insights and preventative mental health needs are well organized, comprehensive, and well integrated into the general service framework. The book succeeds in creating interest in mental health programming for the elderly, and enabling professionals to effectively evaluate their programming. This resource may be particularly helpful to administrators, service providers and teachers of service providers. ▫

PERSONALITY CHANGES IN AGING: A Longitudinal Study of Community Residents

IDENTIFYING INFORMATION

AUTHORS: Joseph H. Britton
Jean O. Britton

AVAILABILITY & COST: Springer Publishing Company
200 Park Avenue, South
New York, New York 10003
Cost: $9.50

PUBLICATION DATE: c. 1972

MEDIUM: Print (report) 222 pp.

SUBJECT AREAS: Psychological and social aspects of aging

PROGRAM FUNDING: The Pennsylvania State University provided financial assistance for this book from the Agricultural Experiment Station, College of Human Development, Department of Agricultural and Rural Sociology, and its Central Fund for Research, and the National Institute of Child Health and Human Development (Grant HD 01757).

APPLICATION

INTENDED USERS: (Practitioners; Behavioral scientists; Lay persons; Educators; Students).
The developers specify that this book is intended for professionals working in community-action programs on behalf of older persons, for behavioral scientists engaged in theoretical and methodological research in gerontology and in social and developmental psychology, and for other interested persons who share a forward-looking concern for the aged. The analysts state that this material is appropriate for direct use by university and community college instructors who have expertise in adult development, research methodology and design. Undergraduate or graduate students in developmental psychology or personality are also appropriate audiences for indirect use.

CONTEXTS: (Formally organized courses; Reference).
The analysts specify that this resource is suitable for use as a reference tool or for a single three hour session of a formally organized course.

INTENT

PURPOSE: The developers state that their intent is to interest behavioral scientists concerned with theoretical and methodological issues in gerontology and in social and developmental psychology.

GOALS & OBJECTIVES: The overall goals of this book are:
- To provide knowledge about the mental health and personality changes in later maturity and old age;
- To identify characteristics of older people who decline and those who maintain or improve their personality functioning;
- To describe and explain what conditions and environments can be provided for continued well being in later life;
- To provide a view of the aged and their problems from the perspective of community organizations and family.

SCOPE

CONTENT SUMMARY: The book reports a longitudinal study of older residents (age 65 and over) of a small rural community in Pennsylvania. The community and study population are described and results of interview and test data are presented. Continuity and change in personality function are observed. Characteristics of survivors and non-survivors are noted, and the implications of the study are discussed.

CONTENTS:
Chapter One: The research problem: Stability and survival of older community residents (14 pages)
Chapter Two: The setting and the study populations (16 pages)
Chapter Three: Continuity and change in personality and adjustment (67 pages)
Chapter Four: Aging and survival (19 pages)
Chapter Five: The place of the old in a small community (35 pages)
Chapter Six: Summary and interpretation (25 pages)
Appendices: • Press release, 1965 (1 page)

- 1955, Information sheet (1 page)
- 1955, Interview schedule (1 page)
- 1956, Interview schedule (10 pages)
- Thematic apperception test rating sheet, and outline for TAT analysis (4 pages)
- The judge's rating (2 pages)
- Interviewer's report (1 page)
- Community rating, panelist interview (1 page)
- Organization reader interview (1 page)
- Professional services interview (1 page)
- Community rating, Q-sort items (1 page)
- Community rating, Q-sort recording sheet (2 pages)

References (13 pages)
Index (8 pages)

CONTENT ANALYSIS: The analysts believe that the research problem, methods and results are logically presented. The data is presented in an objective manner; the contents are generally clear, concise and well-written. A wider range of data as well as more recent findings would strengthen the text. The information given recognizes the importance of social context and individual differences in personality which function as joint contributors to the process of personality development in adult years.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).

The contents are presented via textual information and case studies. Included in the text are stated goals and objectives, summaries, bibliographies, and tables. The analysts specify that this book is appropriate as a resource for lectures, seminars, discussion groups, and for individualized learning. It is especially appropriate for use in a lecture on research methodology in an adult development course.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource is best suited for use as a reference work on research methodology in adult development. The case studies are helpful in portraying some of the distinctions between change and continuity in personality function. Additional use of statistical analysis to indicate the significant results as well as more recent research findings would be beneficial to the user. This resource is useful for learning about research methodology in adult development. ▫

CLINICAL GEROPSYCHIATRY

IDENTIFYING INFORMATION

AUTHOR: Adrian Verwoerdt

AVAILABILITY & COST: The Williams and Wilkins Company
428 E. Preston Street
Baltimore, Maryland 21202
Cost: $18.00

PUBLICATION DATE: c. 1976

MEDIUM: Print (text) 287 pp.

SUBJECT AREAS: Psychological and sociological aspects of aging; Mental health

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Students; Trainers; Practitioners; Physicians).

The developer states that this book is intended for professionals involved in organizing or providing mental health services for the elderly. The analysts specify that this resource is also appropriate for psychiatrists, psychiatric nurse practitioners, and gerontological practitioners from other disciplines. Students in medicine, medical residencies, clinical psychology, social work or nursing will also find it useful. Trainers using this as a text will need background and extensive training in psychotherapy and psychopathological states. Some experience working with the mentally ill elderly would be extremely useful. Students using this book will need background knowledge in psychiatry and abnormal behavior.

CONTEXTS: (Formally organized courses; Individualized settings).

The developer states that this resource is intended for individualized settings, involving self-paced instruction of students or practitioners. The analysts specify that this resource could also be the text for a twelve week course in geropsychiatry.

INTENT

PURPOSE: The purpose of this resource is to provide a text useful to mental health professionals who practice in a variety of clinical settings, including private practice, community mental health centers, general hospitals, geriatric units of mental hospitals and nursing homes.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To provide a clinically focused text written within a medical-psychological frame of reference;
- To provide a text in keeping with the concepts of modern ego psychology based on consideration of the biological, psychological and social levels of human activity;
- To present theoretical concepts which will serve to facilitate a better understanding of the psychopathology of senescence and of an etiologically based treatment approach.

SCOPE

CONTENT SUMMARY: The twenty-two chapters of this text cover the major geropsychiatric disturbances including organic brain syndrome, affective disorders, personality disorders, thought disorders and situational psychological reactions. The developer also includes theoretical discussion of personality development, social organization, treatment methods, preventative and planning techniques.

CONTENTS:

Preface (2 pages)

Chapter One: Aging and human development
Topic One: Biological aging (4 pages)
Topic Two: Human development (6 pages)

Chapter Two: Psychodynamic aspects
Topic One: Changes in the mental apparatus (6 pages)
Topic Two: Psychodynamics of adaptation (6 pages)

Chapter Three: Dynamic psychopathology

Topic One: Stress and coping in late life (4 pages)
Topic Two: Types of defenses and coping (9 pages)

Chapter Four: Organic brain syndromes
Topic One: Etiology (6 pages)
Topic Two: Evaluation (6 pages)
Topic Three: Differential diagnosis (9 pages)

Chapter Five: Thought disorders and paranoid phenomena
Topic One: The nature of thought disorders and paranoid phenomena (6 pages)
Topic Two: Aging and schizophrenia (4 pages)
Topic Three: Clinical types and differential diagnosis (7 pages)

Chapter Six: Affective disorders
Topic One: Dimensions of affect (2 pages)
Topic Two: Aging and affective disorders (2 pages)
Topic Three: Psychodynamic aspects and clinical manifestations (9 pages)

Chapter Seven: Personality disorders
Topic One: Aging and personality disorders (7 pages)
Topic Two: Clinical types (5 pages)

Chapter Eight: Psychological responses to physical illness
Topic One: Characteristics of the specific physical illness (2 pages)
Topic Two: Characteristics of the "Host" (3 pages)
Topic Three: Situational factors (2 pages)
Topic Four: Processes of interaction (3 pages)

Chapter Nine: Somatic expression of psychiatric illness
Topic One: Hysterical conditions (4 pages)
Topic Two: Somatization phenomena (2 pages)
Topic Three: Somatic delusions (1 page)
Topic Four: Hypochondriasis and related states (6 pages)

Chapter Ten: Psychopharmacology: Some theoretical and practical considerations
Topic One: Classes of psychopharmacological agents (1 page)
Topic Two: Drug responses in the elderly (5 pages)
Topic Three: Clinical application: Some guidelines (6 pages)

Chapter Eleven: Psychotherapy and sociotherapy
Topic One: Characteristics of therapy with the aged (4 pages)
Topic Two: Psychotherapy (6 pages)
Topic Three: Some comments on techniques in psychotherapy (6 pages)

Chapter Twelve: Management of anxiety
Introduction (1 page)
Topic One: Management of anxiety (11 pages)

Chapter Thirteen: Management of affective disorders
Topic One: Depression (10 pages)
Topic Two: Apathy (1 page)
Topic Three: Manic conditions (4 pages)

Chapter Fourteen: Hypochondriasis and related states
Introduction (1 page)
Topic One: Management of hypochondriasis (7 pages)
Topic Two: Management of related states (3 pages)

Chapter Fifteen: Schizophrenia and senile psychoses
Topic One: The final common pathway (1 page)
Topic Two: Psychopharmacology (5 pages)

Topic Three: Clinical management (8 pages)

Chapter Sixteen: An old man with dementia. Detailed case example (9 pages)

Chapter Seventeen: Contact with the family
Topic One: The dynamic of family change (6 pages)
Topic Two: Conflicts in the family (9 pages)

Chapter Eighteen: Environmental planning
Topic One: Principles and practical implementation (4 pages)
Topic Two: Environmental changes (5 pages)
Topic Three: The spectrum of comprehensive services (7 pages)

Chapter Nineteen: Protective intervention
Topic One: Protective services: Legal and psychiatric aspects (2 pages)
Topic Two: Conditions requiring modification in method (5 pages)
Topic Three: Differences in approach and methods (2 pages)
Topic Four: Indications for specific techniques (2 pages)

Chapter Twenty: Work and retirement
Topic One: Engagement and disengagement (3 pages)
Topic Two: Psychopathology of work and retirement (5 pages)

Chapter Twenty-One: Intimacy, loneliness and sex in senescence
Topic One: The concept of intimacy (2 pages)
Topic Two: The concept of sexuality (2 pages)
Topic Three: Sex in senescence (7 pages)

Chapter Twenty-Two: The golden age (5 pages)

Index (17 pages)

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CONTENT ANALYSIS: The content of this text is presented logically, effectively, accurately and objectively. It is so well organized and indexed that it can easily serve as an excellent reference, and because of the depth of material it is particularly appropriate for medical students. The inclusion of topics such as family dynamics, the principles and implementation of environmental planning and the role of social services presents a well-rounded, practical approach to meeting the needs of the older adult in the community. The scope of material provides a comprehensive review of the psychiatric disturbances of the elderly and related treatment modalities. However, it assumes some background knowledge and sophistication generally found among medical practitioners. Some users may be unfamiliar or uncomfortable with the traditional psychoanalytic perspective presented within the medical model. The content might be enhanced by including advances in behavioral approaches and rehabilitation techniques that are less traditional.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).
The contents are presented by use of textual information, case studies, and bibliographies. The excellent use of examples and case material as well as the modified outline format make this text appropriate as a lecture supplement, discussion or seminar guide, or for individualized instruction. It may also be used as a recommended supplemental reading for all of the above methodologies.

CRITIQUE

ANALYSTS' COMMENTS: This book presents an excellent and thorough examination of the interaction of aging and mental illness, interpreted through a psychoanalytic perspective. It serves as an outstanding general text in geropsychiatry and should be included in reference lists for medical students, hospital house staff physicians, and nurse practitioners working with the elderly. Medical practitioners will find the sections on guidelines for psychopharmacological treatment of elderly patients to be extremely useful. The inclusion of aspects of normal human aging and of the role of community services in satisfying the needs of the elderly provides a comprehensive context for understanding and serving the aging population. ▫

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PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON NURSING HOME OMBUDSMAN SERVICES FOR THE ELDERLY *

IDENTIFYING INFORMATION

AUTHOR: Leonard Steinbach

AVAILABILITY & COST: Administration on Aging
Office of Human Development Services
US-DHEW
Washington, D.C. 20201
DHEW Publication No. (OHDS) 78-20022
Cost: not specified

PUBLICATION DATE: 1977

MEDIUM: Print (handbook) 311 pp.

SUBJECT AREAS: Legal topics/advocacy; Long-term care facilities; Mental health/rehabilitation; Volunteers

PROGRAM FUNDING: This handbook was developed under contract with the Administration on Aging, HEW Contract Number (HEW-105-76-3122).

PROGRAM DEVELOPMENT: This handbook is one of a series of seven service-specific handbooks prepared by Community Research Applications, Inc. in 1977 for the Administration on Aging. The handbooks provide a basic core of "best practice" information to assist State and Area Agencies on Aging staff to fulfill their service development, technical assistance and monitoring responsibilities. In addition to this handbook on nursing home ombudsman, the other handbooks include:

- Homemaker and home health services
- Legal services
- Information and referral
- Residential repair and renovation
- Multipurpose senior centers
- Employment services

APPLICATION

INTENDED USERS: (Students; Trainers; Administrators; Nursing Home Ombudsman Program participants; Advocacy groups). The author states that the intended users of this resource are State and Area Agency staff directing Nursing Home Ombudsman Programs. However, students, trainers and advocacy group leaders may also want a more thorough understanding of the objectives and operation of such programs. Instructors using this manual would need a basic knowledge of the long-term care system and some experience in training advocacy groups.

CONTEXTS: (Formally organized courses; Workshops; Individualized settings).
The author designed this handbook for individualized, self-paced instruction. It may also be used as a classroom discussion resource or for a two to three hour workshop depending on the depth of coverage desired.

INTENT

PURPOSE: The author's purpose is to provide a basic core of "best practice" information which will assist State and Area Agencies on Aging staff to fulfill their service development, technical assistance and monitoring responsibilities for the Administration on Aging Model Projects Nursing Home Ombusdman Program.

GOALS & OBJECTIVES: The developer's objectives are:

- To teach State and Area Agencies the direct, specific program operations of nursing home Ombudsman services for the elderly;
- To assist State and Area Agency staff in using this direct program knowledge to effectively coordinate other aging network services;
- To assist State and Area Agency staff in using this direct program knowledge to develop sound contracts with their nursing home ombudsman service providers;
- To assist State and Area Agency staff in using this direct program knowledge to qualitatively monitor their nursing home ombudsman service;
- To assist State and Area Agency staff in using this direct program knowledge to provide effective training and technical assistance to their nursing home ombudsman service providers.

*Available from SCAN, Rockville, MD (See page vi).

PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON NURSING HOME OMBUDSMAN SERVICES FOR THE ELDERLY (Con't)

SCOPE

CONTENT SUMMARY: This handbook is designed to assist Nursing Home Ombudsman Programs to sensitize the public to the needs of nursing home patients and the issues involved in their care. Major topics include the legislation, regulations and agencies affecting the long-term care network and the service components, staff and agency roles in a Nursing Home Ombudsman Program. Complaint resolution, issue identification and management, information and referral, facility and regulatory agency monitoring, brokerage of services and resources and alternative service delivery models are also covered.

CONTENTS:

Preface (4 pages)

Chapter One: The importance of Nursing Home Ombudsman Services to older persons (6 pages)

Chapter Two: The long-term care network and legislation (28 pages)
- Unit One: Medicare and Medicaid
- Unit Two: Federal agencies
- Unit Three: State agencies
- Unit Four: Regional agencies within a State
- Unit Five: Local agencies
- Unit Six: Legislation/regulations

Chapter Three: Service definitions (6 pages)
- Topic One: Complaint resolution
- Topic Two: Issue identification and management
- Topic Three: Public education
- Topic Four: Nursing Home information and referral
- Topic Five: Monitoring of facilities and regulatory agencies
- Topic Six: Brokerage of services and resources

Chapter Four: Alternative Models of Nursing Home Ombudsman Service delivery (7 pages)
- Topic One: Model 1: The lead agency concept
- Topic Two: Model 2: The single agency concept
- Topic Three: Model 3: The committee concept
- Topic Four: Sponsorship of the State nursing home ombudsman program
- Topic Five: Sponsorship of local nursing home ombudsman program

Chapter Five: The role of State and Area Agencies in the Nursing Home Ombudsman Program (47 pages)
- Topic One: Program development
- Topic Two: Advocacy
- Topic Three: Funding
- Topic Four: Monitoring and assessment
- Topic Five: Training and technical assistance

Chapter Six: Provider operations (35 pages)
- Topic One: Staff organization and roles
- Topic Two: Staff training
- Topic Three: Program operations

Annotated Bibliography (13 pages)

Appendices:
- Medicare/Medicaid forms (69 pages)
- Resource and Area Agency involvement questionnaires (8 pages)
- List of foundations (9 pages)
- List of State Offices on Volunteerism (4 pages)
- Interview training material (9 pages)
- Complaint investigation process and related office procedure forms (25 pages)
- Glossary of terms (10 pages)
- Consumer's guide to nursing home care (32 pages)
- Sample program brochure (2 pages)

CONTENT ANALYSIS: The content is presented logically and effectively with a theoretical emphasis. The material presented is also accurate and objective with a scope and depth appropriate to the objectives. The content might be

expanded by covering, in greater depth, other possible sponsors of Nursing Home Ombudsman Programs – the Governor's Office or a private non-profit agency base. Some users may find that there is often not enough funding to set up the programs as suggested. The material might also be expanded with inclusion of more information on the negative aspects of problem areas of long-term care. Covering a broader range of Ombudsman services rather than focusing on complaint resoluation might also enrich the content. Some readers may find it possible, contrary to the author's opinion, for a State agency to have a good working relationship with the Nursing Home Association without compromising the Ombudsman Program objectives. The analysts agree, however, that all these suggestions do not detract from the comprehensive usefulness of the handbook.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).

The author uses textual infonmation to present content. Stated objectives, summaries, bibliographies, sample forms and materials are provided for additional learning aides. This direct academic approach is most appropriate for individualized instruction, but the handbook is an effective resource for lectures, seminars or discussion groups. Students will find the content understandable if they are sensitized in advance to the issues involved. It might also be helpful to have the major bibliographic references specifically related to the appropriate section of the book.

CRITIQUE

ANALYSTS' COMMENTS: This extensive handbook on establishing a Nursing Home Ombudsman will be most helpful to administrators and practitioners in State and Area Agencies who are just beginning to formulate such programs. This resource may be a little late for those states with ongoing Ombudsman Programs operating outside the auspices of State and Area Agencies. These states may find the program suggestions and tested funding sources too idealistic or unattainable for their individualized State realities. While readers will benefit from previous sensitization to the plight of nursing home residents, if they are overly sensitive to current nursing home abuses, they may find the objective academic approach too sterile. The information on federal, state and local regulatory agencies is most relevant and worthy of particular attention.

PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON INFORMATION AND REFERRAL SERVICES FOR THE ELDERLY *

IDENTIFYING INFORMATION

AUTHOR: Kathleen Abbott

AVAILABILITY & COST: Administration on Aging
Office of Human Development Services
US-DHEW
Washington, D.C. 20201
DHEW Publication No. (OHDS) 78-20020
Cost: not specified

PUBLICATION DATE: 1977

MEDIUM: Print (handbook) 236 pp.

SUBJECT AREAS: Information and referral; Social services

PROGRAM FUNDING: This handbook was developed under contract with the Administration on Aging, HEW Contract Number (HEW-105-76-3122).

PROGRAM DEVELOPMENT: This handbook is one of a series of seven service-specific handbooks prepared by Community Research Applications, Inc. in 1977 for the Administration on Aging. The handbooks provide a basic core of "best practice" information to assist State and Area Agencies on Aging staff to fulfill their service development, technical assistance and monitoring responsibilities. In addition to this handbook on information and referral, the other handbooks include;

- Homemaker and home health services
- Legal services
- Residential repair and renovation
- Multipurpose senior centers
- Nursing home ombudsman services
- Employment services

APPLICATION

INTENDED USERS: (Students; Trainers; Administrators; Practitioners; University and Community college educators; State information and referral specialists; Older adults). The developers prepared this manual for State and Area Agency personnel who must monitor and provide technical assistance to information and referral service providers. This resource is also appropriate for use in training students, administrators or the lay public about the needs of older Americans and resources available to them. Users might benefit from some previous knowledge of aging, and the aging service network as organized under the Administration on Aging.

CONTEXTS: (In-service trainings; Workshops; Formally organized courses; State and Area Agency orientation classes; Individualized settings). The developers state that this resource is designed as a self-paced technical assistance manual for State and Area Agency personnel. The manual may also be used as a text in a formally organized course, and as a reference for in-service or seminar sessions. Training sessions ranging from seven to eighteen hours in length may use this manual, depending on the user's previous familiarity with aging and the aging service network.

PURPOSE: The developers specify that the purpose of this handbook is to provide a basic core of "best practice" information which will assist State and Area Agencies on Aging staff to fulfill their service development, technical assistance, and monitoring responsibilities in the provision of information and referral services to the elderly.

GOALS & OBJECTIVES: The developers' objectives are:

- To teach State and Area Agency staff the direct, specific program operations of a complete information and referral service;
- To assist State and Area Agency staff in using this direct program knowledge to effectively coordinate other aging network services;
- To assist State and Area Agency staff in using this direct program knowledge to develop sound contracts with their information and referral service providers;
- To assist State and Area Agency staff in using this direct program knowledge to qualitatively monitor their information and referral service;
- To assist State and Area Agency staff in using this direct program knowledge to provide effective training and technical assistance to their information referral service providers.

*Available from SCAN, Rockville, MD (See page vi).

SCOPE

CONTENT SUMMARY: The developers stress the importance and need for effective information and referral services for the elderly. They stress coordination with other agencies, relevant legislation, funding sources, and the roles and responsibilities of State and Area Agencies. This manual further describes a uniform information and referral terminology to use in providing technical assistance, as well as specific service provider operations models, staffing target group programming, outreach and access efforts and record keeping.

CONTENTS:

Preface (5 pages)

Chapter One: The importance of information and referral services to older people (1 page)

Chapter Two: Information and referral legislation and agencies
- Topic One: Review of current legislation affecting information and referral (10 pages)
- Topic Two: Interagency agreements (9 pages)

Chapter Three: Service definitions
- Topic One: Core service components (1 page)
- Topic Two: Optional services (3 pages)

Chapter Four: Alternative models for delivery of information and referral services
- Topic One: Statewide information and referral (1 page)
- Topic Two: Areawide information and referral (1 page)
- Topic Three: Making the determination to implement a statewide or areawide service (2 pages)
- Topic Four: Major factors in selecting a model (3 pages)

Chapter Five: The role of State and Area Agencies in information and referral services
- Topic One: Program development (17 pages)
- Topic Two: Advocacy (3 pages)
- Topic Three: Funding (15 pages)
- Topic Four: Monitoring and assessment (6 pages)
- Topic Five: Training and technical assistance (4 pages)

Chapter Six: Service provider operations
- Topic One: The resource file (9 pages)
- Topic Two: Staffing (7 pages)
- Topic Three: Access (3 pages)
- Topic Four: Interviewing, information giving, and referral (3 pages)
- Topic Five: Follow-up (6 pages)
- Topic Six: Publicity (3 pages)
- Topic Seven: Outreach (3 pages)
- Topic Eight: Escort and transportation (1 page)
- Topic Nine: Records and reports (2 pages)
- Topic Ten: Planning (2 pages)
- Topic Eleven: Programming for special target groups (2 pages)

Annotated bibliography (4 pages)

Appendices:
- A. The Administration on Aging minimum service requirements (12 pages)
- B. Projecting the service request rate and staff service capacity (4 pages)
- C. Questionnaire for assessing existing information and referral services (14 pages)
- D. Sample data collection instrument (6 pages)
- E. Classification systems (25 pages)
- F. Developing the resource file (25 pages)
- G. Sample job descriptions (3 pages)
- H. Sample training exercises (8 pages)
- I. Follow-up user survey (4 pages)
- J. Sample publicity techniques (3 pages)

PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON INFORMATION AND REFERRAL SERVICES FOR THE ELDERLY (Con't)

K. Materials for outreach workers (9 pages)

CONTENT ANALYSIS: The analysts agree that the content is prepared logically and effectively in a clear, concise, sequential manner. The scope of the material is comprehensive, including a variety of sources, and is suitable in depth for beginning or experienced State or Area Agency staff. The handbook moves easily from the basic principles of providing information and referral services to the more advanced techniques. Content on rural needs and current feasible funding sources is somewhat limited; however, this does not detract from the comprehensiveness, accuracy, and objectivity of the content.

METHODOLOGY: (Discussion groups; Individualized instruction; Seminars; Lectures; Experiential instruction). The developers present their material via textual information and programmed instruction. Included are effective detailed outlines, bibliographies, practice questions, summaries, and illustrative appendix material for supplemental instruction. The self contained sections of the textual material lend themselves to specific reference needs, but the manual can be read through for a more comprehensive grasp of information referral services. The loose leaf format with its section dividers and index tabs makes this handbook a convenient accessible notebook reference. This manual is suitable for use in group or individualized, formal or informal instruction.

MEANS OF EVALUATION: The developers include a questionnaire for State and Area Agency staff to use in assessing their existing services. A more specific evaluation of the handbook's usefulness may be made after practitioners have sufficient opportunity to apply the basic principles presented.

CRITIQUE

ANALYSTS' COMMENTS: The analysts agree that this handbook succeeds in assisting State and Area Agencies fulfill their information and referral service development, technical assistance and monitoring objectives. The handbook makes excellent use of the best existing though generally urban, information and referral service components. The organization and format facilitate this handbook's use as a reference. While service providers can use this handbook for planning and overall understanding, they may require more specific suggestions and case examples for functional staff training. In summary, the handbook presents problem situations realistically, offering a flexible approach within the confines of national standards. ▫

PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON RESIDENTIAL REPAIR AND RENOVATION FOR THE ELDERLY

IDENTIFYING INFORMATION

AUTHOR: Edward Steinfield

AVAILABILITY & COST: Administration on Aging
Office of Human Development Services
US-DHEW
Washington, D.C. 20201
DHEW Publication No. (OHDS) 78-20017
Cost: not specified

PUBLICATION DATE: 1977

MEDIUM: Print (handbook) 102 pp.

SUBJECT AREAS: Housing; Residential repair and renovation

PROGRAM FUNDING: This handbook was developed under contract with the Administration on Aging, HEW Contract Number (HEW-105-76-3122).

PROGRAM DEVELOPMENT: This handbook is one of a series of seven service-specific handbooks issued in the fall, 1977 which will assist State and Area Agency on Aging staffs to fulfill their service development, technical assistance and monitoring responsibilities. In addition to this handbook on residential repair and renovation, the other handbooks include:

- Information and referral
- Homemaker and home health services
- Legal services
- Multipurpose senior centers
- Nursing home ombudsman services
- Employment services

APPLICATION

INTENDED USERS: (State and Area Agency staffs; Students; Trainers; Educators; Administrators; Practitioners; Community Action Agency staffs). The developers specify that this handbook is designed for use by State and Area Agency on Aging staffs providing technical assistance in residential repair and renovation for the elderly. The analysts recommend that this resource may be used by students, trainers, university and community college educators, administrators, practitioners, directors, work crew supervisors, and Community Action Agency staff. The ability to provide technical assistance is needed to effectively utilize this resource.

CONTEXTS: (Short courses; Workshops; Reference; Individualized settings).
The analysts recommend that this handbook may be used as a resource in a short course, a two-day workshop, or as a reference manual for self-paced study in a local aging project office.

INTENT

PURPOSE: The developers state that the purpose of this handbook is to provide a basic core of "best practice" information which will assist State and Area Agency staff to fulfill their service development, technical assistance, and monitoring responsibilities in the provision of residential repair and renovation services to the elderly.

GOALS & OBJECTIVES: The specific objectives of this handbook are:

- To teach State and Area Agency staff the direct, specific program operations of residential repair and renovations for the elderly;
- To assist State and Area Agency staff in using this direct program knowledge to effectively coordinate other aging network services;
- To assist State and Area Agency staff in using this direct program knowledge to develop sound contracts with their residential repair and renovation service providers;
- To assist State and Area Agency staff in using this direct program knowledge to qualitatively monitor their residential repair and renovation service providers;
- To assist State and Area Agency staff in using this direct program knowledge to provide effective training and technical assistance to their residential repair and renovation service providers.

PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON RESIDENTIAL REPAIR AND RENOVATION FOR THE ELDERLY (Con't)

SCOPE

CONTENT SUMMARY: This six chapter handbook covers the major aspects of residential repair and renovation for the elderly's housing. "Best practice" information which will assist State and Area Agencies on Aging staffs to fulfill their service development, technical assistance, and monitoring responsibilities in the provision of services is provided. There are also several helpful forms for the user included on repairs and housing conditions.

CONTENTS:

Preface (4 pages)

Chapter One: The importance of residential repair and renovation services to older people (5 pages)

Chapter Two: Residential repair and renovation legislation and agencies
- Topic One: Community development block grant program (1 page)
- Topic Two: Community services administration—community action agencies (1 page)
- Topic Three: Farmers home administration (1 page)
- Topic Four: Local public housing authorities (1 page)
- Topic Five: Neighborhood development associations/rural housing associations (1 page)
- Topic Six: Bureau of Indian affairs (1 page)
- Topic Seven: Federal energy administration (Department of Energy) (1 page)

Chapter Three: Service definitions
- Topic One: Emergency repairs (2 pages)
- Topic Two: Weatherization (2 pages)
- Topic Three: Minor modifications and renovations (6 pages)
- Topic Four: Minor repairs and improvements (handyman) (1 page)
- Topic Five: Major rehabilitation (2 pages)
- Topic Six: Home maintenance (chore service) (2 pages)

Chapter Four: Alternative models of residential repair and renovation service delivery
- Topic One: Introduction (1 page)
- Topic Two: Model 1: Construction model (1 page)
- Topic Three: Model 2: Advocacy model (2 pages)
- Topic Four: Model 3: Human service model (1 page)
- Topic Five: Comprehensive service delivery system (3 pages)

Chapter Five: The role of State and Area Agencies in residential repair and renovation services
- Topic One: Program development (9 pages)
- Topic Two: Advocacy (2 pages)
- Topic Three: Funding (16 pages)
- Topic Four: Monitoring and assessment (3 pages)
- Topic Five: Training and technical assistance (4 pages)

Chapter Six: Service provider program operations
- Topic One: Staff organization (3 pages)
- Topic Two: Staff training (1 page)
- Topic Three: Program operations (13 pages)

Annotated Bibliography (2 pages)

Appendices:
- Suggested items for survey of housing conditions (5 pages)
- Example of consumer education material (4 pages)
- Sample job descriptions and experience requirements (4 pages)

CONTENT ANALYSIS: The analysts believe that the contents are communicated logically and effectively. Although the table of federal funding sources will need

periodic updating, the information is accurate and is presented clearly. Some of the sections could be more logically arranged, but the information provided is important and useable. The first chapter on the importance of the residential repair and renovation for the elderly is well done. The content is concise and accurate.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instructions).

The contents are presented via textual information. Included in the text are stated goals and objectives, summaries, bibliographies, recommended follow-up activities, models of successful service providers, examples of job descriptions, examples of repairs, a survey of housing conditions, and other related forms. The analysts specify that this handbook is suitable as a resource for lectures, seminars, discussion groups, and individualized instruction.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this handbook is comprehensive and useful for State and Area Agency on Aging staffs. The major aspects of residential repair and renovation programs as well as the service definitions which are provided are extremely practical. It provides key information on how to operate such a program. This handbook is well-conceived and is comprehensive enough to guide the user to successfully implement a residential repair and renovation program for the elderly. ▫

PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON EMPLOYMENT SERVICES FOR THE ELDERLY*

IDENTIFYING INFORMATION

AUTHOR: Stanley Moses

AVAILABILITY & COST: Administration on Aging
Office of Human Development Services
US-DHEW
Washington, D.C. 20201
DHEW Publication No. (OHDS) 78-20021
Cost: not specified

PUBLICATION DATE: 1977

MEDIUM: Print (handbook) 130 pp.

SUBJECT AREAS: Employment/Retirement

PROGRAM FUNDING: This handbook was developed under contract with the Administration on Aging, HEW Contract Number (HEW-105-76-3122).

PROGRAM DEVELOPMENT: This handbook is one of a series of seven handbooks which will assist State and Area Agency on Aging staffs to fulfill their service development, technical assistance and monitoring responsibilities. In addition to this handbook on employment services, the other handbooks include:

- Homemaker and home health services
- Legal services
- Residential repair and renovation
- Information and referral
- Multipurpose senior centers
- Nursing home ombudsman services

APPLICATION

INTENDED USERS: (State and Area Agency staffs; Students; Trainers; Educators; Administrators; Practitioners; Older adults). The developers state that this handbook is for State and Area Agency on Aging staffs. The analysts specify

*Available from SCAN, Rockville, MD (See page vi).

PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON EMPLOYMENT SERVICES FOR THE ELDERLY (Con't)

that this resource is appropriate for students, trainers, university and community college educators, administrators, practitioners, older adults, and local human service agencies which work in conjunction with the Aging network. A basic knowledge of planning social services and employment needs and programs for the elderly would be helpful in utilizing this material.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Reference; Individualized settings). The developers specify that this resource is suitable for use in in-service trainings. The analysts state that it is also appropriate for use in formally organized courses, workshops, individualized settings, and as a reference in offices. The material can be presented in a one hour session or used individually at a self-paced rate.

INTENT

PURPOSE: The developers state that the purpose of this handbook is to provide a basic core of "best practice" information which will assist State and Area Agency on Aging staffs to fulfill their service development, technical assistance, and monitoring responsibilities in the provision of employment services to the elderly.

GOALS & OBJECTIVES: The developers' objectives are:

- To teach State and Area Agencies the direct, specific program operations of employment services;
- To assist State and Area Agency staff in using this direct program knowledge to effectively coordinate other aging network services;
- To assist State and Area Agency staff in using this direct program knowledge to develop sound contracts with their employment service providers;
- To assist State and Area Agency staff in using this direct program knowledge to qualitatively monitor their employment service;
- To assist State and Area Agency staff in using this direct program knowledge to provide effective training and technical assistance to their employment service providers.

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SCOPE

CONTENT SUMMARY: This handbook contains six chapters which deal with employment services for the older worker; with the needs and capacities of elderly individuals, the resources available, the roles of State and Area Agencies on Aging, in employment services, service provider operations, and descriptions of models which might be developed to fill needs. There is an annotated bibliography and several helpful appendices on jobs and available resources are provided.

CONTENTS:

Preface (5 pages)

Chapter One: The importance of employment services to older persons (11 pages)

Chapter Two: The employment network and legislation
Topic One: Introduction (1 page)
Topic Two: United States employment service USES) (2 pages)
Topic Three: Comprehensive employment and training act (CETA) (4 pages)
Topic Four: Senior community services employment program (Title IX) (4 pages)
Topic Five: Public works and economic development act (Title X) (1 page)
Topic Six: ACTION volunteer programs (3 pages)
Topic Seven: Small business administration volunteer programs (1 page)
Topic Eight: Trade adjustment assistance act (1 page)
Topic Nine: Work incentive program (1 page)
Topic Ten: Vocational rehabilitation network (1 page)
Topic Eleven: Age discrimination in employment act of 1967 (3 pages)

Chapter Three: Service definitions
Topic One: Assessment (1 page)
Topic Two: Testing (1 page)

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Topic Three: Job counseling and pre-retirement counseling (1 page)
Topic Four: Referral to other supportive services (1 page)
Topic Five: Education and training (1 page)
Topic Six: Job development (1 page)
Topic Seven: Job placement (1 page)
Topic Eight: Follow-up (1 page)

Chapter Four: Alternative models for delivery of employment services
Topic One: Model 1: The United States employment service (2 pages)
Topic Two: Model 2: Voluntary employment agencies (3 pages)
Topic Three: Employment services in multipurpose senior centers/nutrition sites (1 page)
Topic Four: Combining service models (2 pages)

Chapter Five: The role of State and Area Agencies in employment services
Topic One: Program development (12 pages)
Topic Two: Advocacy (14 pages)
Topic Three: Funding (9 pages)
Topic Four: Monitoring and assessment (5 pages)
Topic Five: Training and technical assistance (3 pages)

Chapter Six: Service provider program operations
Topic One: Staff organization (1 page)
Topic Two: Staff training (1 page)
Topic Three: Program operations (19 pages)

Annotated Bibliography (9 pages)

Appendices:
- Senior community service employment program (Title IX) (5 pages)
- Sample job descriptions used by the National Council on the Aging in its Title IX program operations (4 pages)
- Sample intake form used by Project RETAIN of the Jewish Occupational Council of New York (3 pages)
- Developing a community resources manual (11 pages)

CONTENT ANALYSIS: The analysts believe that the contents are communicated logically and effectively. The material is easy to read, understandable, and comprehensive. The subject matter is concise but provides a tremendous amount of information. The presentation of the contents is excellent.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized learning).
The contents are presented via textual information, case studies, and programmed instruction. Included in the text are stated goals and objectives, bibliographies, recommended follow-up activities, charts and tables, samples, outlines and questionnaires. The analysts specify that this material is an appropriate resource for lectures, seminars, discussion groups, and individualized learning.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this is an excellent resource which is well-conceived and expertly written. The authors attain their objectives for this handbook to the degree that not only State and Area Agencies on Aging may benefit from this publication, but lay persons and human service providers also may benefit from it. This book provides some checks and assessments for programs already in operation. This handbook serves as a valuable resource for employment services for the elderly. □

PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON HOMEMAKER AND HOME HEALTH SERVICES FOR THE ELDERLY*

IDENTIFYING INFORMATION

AUTHORS: Douglas Holmes
Monica B. Holmes

AVAILABILITY & COST: Administration on Aging
Office of Human Development Services
US-DHEW
Washington, D.C. 20201
DHEW Publication No. (OHDS) 78-20019
Cost: not specified

PUBLICATION DATE: 1977

MEDIUM: Print (handbook) 161 pp.

SUBJECT AREAS: Day care/Home services

PROGRAM FUNDING: This handbook was developed under contract with the Administration on Aging, HEW Contract Number (HEW-105-76-3122).

PROGRAM DEVELOPMENT: This handbook is one of a series of seven service-specific handbooks prepared by Community Research Applications, Inc. in 1977 for the Administration on Aging. The handbooks provide a basic core of "best practice" information to assist State and Area Agencies on Aging staff to fulfill their service development, technical assistance and monitoring responsibilities. In addition to this handbook on Homemaker and Home Health Services, the other handbooks include:

- Legal services
- Residential repair and renovation
- Multipurpose senior centers
- Nursing home ombudsman services
- Employment services
- Information and referral services

APPLICATION

INTENDED USERS: (Trainers; Administrators; Practitioners; Planners; Students; Older adults). The developers prepared this manual for State and Area Agency personnel who must monitor and provide technical assistance to Homemaker and Home Health Service providers. This resource is also appropriate for training trainers, students, administrators, practitioners; planners and older adults about the needs of the elderly relating to homemaker or home health services. Users might benefit from previous familiarity with the language of health care delivery systems and health practitioners.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized settings).
The developers direct this resource to individualized self-paced settings or in-service trainings with new Area Agency on Aging staff. The analysts specify that this material is also appropriate for formally organized courses or workshop discussion following individualized study of the content.

INTENT

PURPOSE: The purpose of this resource is to provide a basic core of "best practice" information for State and Area Agencies on Aging about Homemaker and Home Health Services for the elderly.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To teach State and Area Agencies the direct, specific program operations of a Homemaker or Home Health Service;
- To assist State and Area Agency staff in using this direct program knowledge to effectively coordinate other aging network services;
- To assist State and Area Agency staff in using this direct program knowledge to develop sound contracts with their Homemaker or Home Health Service providers;
- To assist State and Area Agency staff in using this direct program knowledge to qualitatively monitor their Homemaker and Home Health Services;
- To assist State and Area Agency staff in using this direct program knowledge to provide effective training and technical assistance to their Homemaker and Home Health Service providers.

*Available from SCAN, Rockville, MD (See page vi).

SCOPE

CONTENT SUMMARY: This handbook covers the importance and need for Homemaker—Home Health Services, major service-specific definitions, legislation and delegated agencies. It includes alternative models of service operations, staffing patterns, and samples of agency forms and responsibilities.

CONTENTS:

Preface (5 pages)

Chapter One: The importance of Homemaker and Home Health Services to the elderly (4 pages)

Chapter Two: Homemaker and Home Health legislation and agencies
Topic One: Medicare (Title XVIII) (5 pages)
Topic Two: Medicaid (Title XIX) (3 pages)
Topic Three: Public social services (Title XX) (3 pages)
Topic Four: The network of agencies (4 pages)

Chapter Three: Service definitions
Topic One: Homemaker services (1 page)
Topic Two: Home health services (3 pages)
Topic Three: Homemaker—home health aide services (2 pages)

Chapter Four: Alternative models of Homemaker and Home Health Service delivery
Topic One: Model 1: The home health agency (2 pages)
Topic Two: Model 2: The homemaker—home health aide agency (2 pages)
Topic Three: Model 3: The homemaker unit of a multi-service agency (1 page)
Topic Four: Models of organizational/structural differences (5 pages)

Chapter Five: The role of State and Area Agencies in Homemaker and Home Health Services
Topic One: Program development (11 pages)
Topic Two: Advocacy (2 pages)
Topic Three: Funding (16 pages)
Topic Four: Monitoring and assessment (4 pages)
Topic Five: Training and technical assistance (3 pages)

Chapter Six: Provider operations
Topic One: Staff organization (5 pages)
Topic Two: Staff training (3 pages)
Topic Three: Program operations (7 pages)

Annotated Bibliography (5 pages)

Appendices:
- Sample questionnaire for use in assessment of existing programs (14 pages)
- Publications list of the National League for Nursing and National Council for Homemaker—Home Health Aide Service, Inc. (24 pages)
- Sample job descriptions and experience requirements (20 pages)
- Sample referral forms (3 pages)
- Sample client assessment and plan of care forms (14 pages)

CONTENT ANALYSIS: The contents are presented logically and effectively offering a broad outline of basic material with relevant additional references suggested. The depth of the material is adequate; however, some State and Area Agency staff may wish to review the original legislation or existing programs to enhance their understanding. Although the contents are accurate, some service providers may not be permitted to perform all suggested tasks. This resource will also require updating as Medicare legislation changes affect coverage. The professional staff of State and Area Agencies will find the chapter on their role in facilitating Homemaker services particularly useful.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).

The contents are presented by means of textual information, case

PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON HOMEMAKER AND HOME HEALTH SERVICES FOR THE ELDERLY (Con't)

studies, and programmed instruction. Included in the text are stated objectives, reviews, bibliographies, and sample forms. The analysts specify that this material be used as a resource for lectures, seminars, discussion groups, planning groups, or individualized instruction. The contents might be enhanced by including copies of the laws discussed and the most pertinent bibliographic items.

CRITIQUE

ANALYSTS' COMMENTS: This handbook is a very effective technical assistance manual for State and Area Agencies on Aging and others interested in aging services and careers. It is written in a precise, concise, well-indexed and referenced manner that allows one to quickly locate pertinent information. ▫

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PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON LEGAL SERVICES FOR THE ELDERLY*

IDENTIFYING INFORMATION

AUTHOR: Madeline K. Bigel

AVAILABILITY & COST: Administration on Aging
Office of Human Development Services
US-DHEW
Washington, D.C. 20201
DHEW Publication No. (OHDS) 78-20018
Cost: not specified

PUBLICATION DATE: 1977

MEDIUM: Print (handbook) 131 pp.

SUBJECT AREAS: Legal topics; Advocacy

PROGRAM FUNDING: This handbook was developed under contract with the Administration on Aging, HEW Contract Number (HEW-105-76-3122).

PROGRAM DEVELOPMENT: This handbook is one of a series of seven service-specific handbooks prepared by Community Research Applications, Inc. in 1977 for the Administration on Aging. The handbooks provide a basic core of "best practice" information to assist State and Area Agency on Aging staff to fulfill their service development, technical assistance and monitoring responsibilities. In addition to this handbook on legal services, the other handbooks include:

- Homemaker and home health services
- Information and referral
- Residential repair and renovation
- Multipurpose senior centers
- Nursing home ombudsman services
- Employment services

APPLICATION

INTENDED USERS: (State and Area Agency on Aging staffs; Students; Trainers; Educators; Adminis-

*Available from SCAN, Rockville, MD (See page vi).

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trators; Practitioners; Older adults; Advisory committee members; Legal service developers; Legal personnel; Bar personnel.) The developers specify that this handbook is suitable for State and Area Agency on Aging staffs. The analysts state that it is also for students, trainers, university and community college educators, administrators, practitioners, older adults, advisory committee members, new legal service developers, legal services for the elderly program personnel, and bar association personnel. Some knowledge and experience of; as well as committment to meeting the legal needs of the elderly, would be helpful in utilizing this resource.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized settings; Reference).
The analysts specify that this material is suitable for use in in-service trainings; formally organized courses lasting a semester; one-day workshops; in an individualized self-paced setting; or as a reference tool.

INTENT

PURPOSE: Developers state that the purpose of this resource is to provide a basic core of "best practice" information which will assist State and Area Agency staff to fulfill their service development, technical assistance, and monitoring responsibilities in the provision of services.

GOALS & OBJECTIVES: The developers' specific objectives are:

- To teach State and Area Agencies the direct, specific program operations of legal services for the elderly;
- To assist State and Area Agency staff in using this direct program knowledge to effectively coordinate other aging network services;
- To assist State and Area Agency staff in using this direct program knowledge to develop sound contracts with their legal services service providers;
- To assist State and Area Agency staff in using this direct program knowledge to qualitatively monitor their legal services;
- To assist State and Area Agency staff in using this direct program knowledge to provide effective training and technical assistance to their legal services service providers.

SCOPE

CONTENT SUMMARY: The major topics addressed by the handbook are the importance of the legal services, major service legislation and agencies, service definitions, alternative service models, roles of state and area agencies, service provider operations and an annotated bibliography. Also included are federal funding sources for legal services, private source listings as well as numerous lists and charts.

CONTENTS:

Preface (4 pages)

Chapter One: The importance of legal services to the elderly (4 pages)

Chapter Two: The legal services network
Topic One: The legal profession (4 pages)
Topic Two: Organizations and institutions (6 pages)

Chapter Three: Service definitions
Topic One: Services to individual clients (5 pages)
Topic Two: Services to community of elderly as a whole (4 pages)

Chapter Four: Alternative models for delivery of legal services
Topic One: An elderly component of an existing legal services program for low-income persons (2 pages)
Topic Two: Legal services program exclusively for the elderly (2 pages)
Topic Three: A legal component of a health or social service delivery system – multidisciplinary approach (2 pages)
Topic Four: A law school program (3 pages)
Topic Five: A prepaid legal services program (2 pages)
Topic Six: Legal check-up program using community service advisors and paralegals (2 pages)

PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON LEGAL SERVICES FOR THE ELDERLY (Con't)

Topic Seven: Local private attorney is funded to give legal services as needed (1 page)
Topic Eight: Legal services attorney who rides circuit (1 page)
Topic Nine: Paralegal circuit riders supervised by local private attorney (1 page)
Topic Ten: A volunteer legal services program (2 pages)
Topic Eleven: Lawyer referral service (2 pages)
Topic Twelve: Judicare (1 page)
Topic Thirteen: Legal clinics (1 page)

Chapter Five: The role of State and Area Agencies in legal services
Topic One: Program development (13 pages)
Topic Two: Advocacy (4 pages)
Topic Three: Funding sources (14 pages)
Topic Four: Monitoring and assessment (7 pages)
Topic Five: Training and technical assistance (7 pages)

Chapter Six: Service provider program operations
Topic One: Staff organization (2 pages)
Topic Two: Staff training (3 pages)
Topic Three: Operational procedures (9 pages)

Annotated Bibliography (5 pages)

Appendices:
- Operating programs upon which models are based (2 pages)
- Questionnaire to access legal needs of the elderly (10 pages)
- Job descriptions and qualifications (4 pages)
- Bibliography of training materials on law and the elderly (12 pages)
- Listing of areas which need to be addressed in the development and maintenance of a legal services office (4 pages)

CONTENT ANALYSIS: The analysts believe that the contents are presented logically and effectively. There are excellent references to additional resources and information. It provides basic information for those who are beginning a legal services program. Larger print would be useful to those with vision impairments.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).
The contents are presented by means of textual information, case studies, the inquiry method, and a needs assessment tool. Included in the text are stated goals and objectives, summaries, bibliographies, recommended follow-up activities, graphs, illustrations and checklists. The analysts specify that this material is appropriate as a resource for lectures, seminars, discussion groups, and as individualized instruction. Films, tapes, recordings, and guest speakers can be effectively used with this text. A resource on technical assistance would also be a useful supplement.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this is an excellent introduction to the legal services' problems for new legal services developers and State and Area Agency personnel. Although the text will need periodic updating, it is a good basic document for these persons interested in providing legal services for the elderly. Guidelines on how this handbook might be most appropriately used as an educational tool in a full-length course or workshop setting may expand its application. Overall, this text presents an excellent overview of legal services for the aged. ▫

PROGRAM DEVELOPMENT HANDBOOK FOR STATE AND AREA AGENCIES ON MULTI-PURPOSE SENIOR CENTERS*

IDENTIFYING INFORMATION

AUTHOR: Monica B. Holmes

AVAILABILITY & COST: Administration on Aging
Office of Human Development Services
US-DHEW
Washington, D.C. 20201
DHEW Publication No. (OHDS) 78-20023
Cost: not specified

PUBLICATION DATE: 1977

MEDIUM: Print (handbook) 109 pp.

SUBJECT AREAS: Multi-purpose senior centers; Administration; Social services

PROGRAM FUNDING: This handbook was developed under contract with the Administration on Aging, HEW Contract Number (HEW-105-76-3122).

PROGRAM DEVELOPMENT: This handbook is one of a series of seven service-specific handbooks prepared by Community Research Applications, Inc. in 1977 for the Administration on Aging. The handbooks provide a basic core of "best practice" information to assist State and Area Agency on Aging staff to fulfill their service development, technical assistance and monitoring responsibilities. In addition to this handbook on Multi-purpose Senior Centers, the other handbooks include:

- Homemaker and home health services
- Legal services
- Residential repair and renovation
- Information and referral
- Nursing home ombudsman services
- Employment services

APPLICATION

INTENDED USERS: (State and Area Agency Multi-purpose Senior Services specialists; Students; Trainers; Administrators; Practitioners; University and community college educators). The developer prepared this handbook for State and Area Agency personnel who must monitor and provide technical assistance to Multi-purpose Senior Center service providers. This resource is also appropriate for use in training students, trainers, university and community college educators, administrators and practitioners developing multi-purpose senior centers. The users might benefit from some previous knowledge of aging and the aging service network as organized under the Administration on Aging. Previous familiarity with fiscal management, urban planning needs, and teaching skills would also be helpful for instructors using this handbook.

CONTEXTS: (In-service trainings; Formally organized courses; Technical assistance trainings).
The analysts infer that the developer intends this handbook to be used as a resource in technical assistance trainings, in-service orientation and trainings, and formally organized courses. The most appropriate time frame for presenting and discussing this material will depend upon the training format, objectives and needs of the users.

INTENT

PURPOSE: The developers specify that the purpose of this handbook is to provide a basic core of "best practice" information on Multi-purpose Senior Centers to assist State and Area Agencies on Aging staff to fulfill their technical assistance, program development and monitoring responsibilities.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To teach State and Area Agencies the direct, specific program operations of a Multi-purpose Senior Center;
- To assist State and Area Agency staff in using this direct program knowledge to effectively coordinate other aging network services;
- To assist State and Area Agency staff in using this direct program knowledge to develop sound contracts with their Multi-purpose Senior Center service providers;
- To assist State and Area Agency staff in using this direct

*Available from SCAN, Rockville, MD (See page vi).

program knowledge to qualitatively monitor their Multi-purpose Senior Center services;
- To assist State and Area Agency staff in using this direct program knowledge to provide effective training and technical assistance to their Multi-purpose Senior Center service providers.

SCOPE

CONTENT SUMMARY: The developers provide a full description and easily accessible indexed data summary on the programming potential of well-planned multi-purpose senior centers. Included in the material are relevant legislation, service definitions, working relationships between State and Area Agencies and the Multi-purpose Senior Center, and samples of program development, facility planning, staffing, outreach and assessment procedures.

CONTENTS:

Preface (4 pages)

Chapter One: The importance of centers to older persons (3 pages)

Chapter Two: Authorizing legislation
- Topic One: Title V of the Older Americans Act (1 page)
- Topic Two: Local Public Works Development and Investment Act (1 page)
- Topic Three: Title XX of the Social Security Act (2 pages)
- Topic Four: Housing and Community Development Act (1 page)
- Topic Five: Community Services Act (1 page)
- Topic Six: Higher Education Act (1 page)

Chapter Three: Service definitions
- Topic One: Socialization (4 pages)
- Topic Two: Involving older people in the life of the community (2 pages)
- Topic Three: Health services (1 page)
- Topic Four: Nutrition program (1 page)
- Topic Five: Community services provided in the center (2 pages)
- Topic Six: Advocacy/social action (1 page)
- Topic Seven: Transportation (1 page)

Chapter Four: Alternative models of service delivery
- Topic One: Centralization vs. decentralization (4 pages)
- Topic Two: Governance (5 pages)

Chapter Five: The role of State and Area Agencies in Multi-purpose Senior Centers
- Topic One: Program development (14 pages)
- Topic Two: Advocacy (2 pages)
- Topic Three: Funding sources (15 pages)
- Topic Four: Monitoring and assessment (6 pages)
- Topic Five: Training and technical assistance (4 pages)

Chapter Six: Service provider operations
- Topic One: Facilities (2 pages)
- Topic Two: Staff organization and roles (5 pages)
- Topic Three: Staff training (3 pages)
- Topic Four: Center operations (6 pages)

Annotated Bibliography (5 pages)

Appendix A: Sample questionnaire to assess the availability of various program elements (7 pages)

Appendix B: Sample senior centers quarterly report (7 pages)

Appendix C: Sample job descriptions and qualifications (14 pages)

CONTENT ANALYSIS: The contents are presented logically, effectively and objectively in clear, concise language. The scope of the material answers almost all potential questions, and even suggests possible alternatives to certain unanswerable dilemmas. The depth of the material is appropriate for a "handbook" directed to the general user. The contents are accurate although certain material must be updated to conform to

current legislative guidelines. This handbook might be enhanced by including information on administrative overhead savings in centralizing service agencies under one roof.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Experiential instruction).

The contents are presented by means of textual information. Included in the text are stated objectives, summaries and bibliographies. The analysts specify that this material be used as a resource for lectures, seminars, discussion groups, or experiential instruction. Providing slides or pictures illustrating flexible building design and operation of the Senior Center might enhance the user's learning. The developers overall approach is flexible enough to encourage innovation and adaptive approaches to localized program goals.

CRITIQUE

ANALYSTS' COMMENTS: This resource offers an excellent comprehensive description of the diverse programmatic service needs of older adults. The contents sensitize the lay or professional user to the specific needs of both the frail, handicapped elderly and the alert involved elderly. Though the material is unfortunately outdated in places by recent legislation, it contains an excellent section for Area Agency staff who are developing funding sources and technical assistance for their local Multi-purpose Senior Centers. This handbook suggests practical means to achieve the goal of a comprehensive, coordinated, continuous service network for older adults. ▫

How-To Resources

DESIGNING THE OPEN NURSING HOME

IDENTIFYING INFORMATION

AUTHOR: Joseph A. Koncelik

AVAILABILITY & COST: Dowden, Hutchinson, and Ross, Inc.
523 Sarah Street
Stroudsburg, Pennsylvania 18360
Cost: not specified

PUBLICATION DATE: c. 1976

MEDIUM: Print (text) 175 pp.

SUBJECT AREAS: Long-term care facilities; Social aspects of aging; Psychological aspects of aging; Handicapped elderly; Housing; Administration

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This publication is one of the Community Development Series, which is intended to facilitate the exchange of information, expert advice, and experience among professionals concerned with the built environment.

APPLICATION

INTENDED USERS: (Planners; Designers; Students; Trainers; Educators; Administrators; Practitioners; Nursing home personnel; Architects; Engineers; Landscapers). The developers state that this manual is intended for use by those concerned with planning, designing, and operating the open nursing home. The analysts specify that this resource is suitable for students, trainers, university and community college educators, administrators, practitioners, designers, planners, architects, engineers, landscapers, interior designers, and dedicated professional or university students who have an understanding of behavioral characteristics and environmental design. This material may also be used with nursing home personnel or with those who have a familiarity of existing nursing homes.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized settings). The analysts state that this guide is appropriate for use in in-service trainings, formally organized courses, workshops, and for self-paced study. The material is suitable for presentation in a single three to six hour training session.

INTENT

PURPOSE: The developers state that the purpose of this book is to define what ought to be designed for the nursing home facility and why: utensils, tools, furnishings, and architectural details, as well as the interior space itself.

GOALS & OBJECTIVES: The developers specify that the specific goals of this guidebook are:

- To provide information about nursing home residents and their problems;
- To examine the character of accessibility;
- To consider possible alternatives for outfitting the interior environment both in present nursing homes and in ones to be built (to make them more practical for inhabitants and professionals and also to make them more appealing and less fearsome for older people);
- To guide the user to help maximize independence of the nursing home residents.

SCOPE

CONTENT SUMMARY: The author provides a background in demographic, physiological, cultural, social, and psychological aspects of aging as determinants of a nursing home environment in addition to the interior design of the home. Also discussed are plans for equipping the environment with special emphasis on the social quality of spaces; such as the residents' rooms, appropriate furnishings, and graphics.

CONTENTS:
Series editor's preface (2 pages)
Preface (6 pages)
Part One: Introduction
- Prologue (8 pages)

Part Two: Background on the population
- Physiological aspects of aging as design determinants (15 pages)

- Cultural, social and psychological aspects of nursing home residency (7 pages)

Part Three: Planning
- Aspects of planning the nursing home facility (10 pages)
- Building in residency throughout the facility plan (9 pages)

Part Four: Design
- Design and outfitting of patient-resident accessible spaces (60 pages)
- Recommendations for seating, furnishings, and beds (23 pages)
- Recommendations for architectural details (13 pages)
- Recommendations for utensils, dinnerware, tool, packaging, and consumer products (4 pages)

Part Five: Conclusion
- Proposal for research and development (4 pages)
- Epilogue: Comments from a design advocate (6 pages)

Index (5 pages)

CONTENT ANALYSIS: The analysts concur that this book is presented logically and communicated effectively. The text is concise and omits professional jargon. Although the author notes in his epilogue that he is strongly biased towards design and thus has overlooked other areas in the health care system which accompany rehabilitation, the book contains very thorough information. Some of the photographs have poor contrast, perhaps due to the reflecting low light intensity of nursing home corridors. The contents might be easier to read if the print were somewhat enlarged. A discussion of cost related issues especially since the book is intended for administrators might be helpful. However, this guide allows the user to pursue basic concepts, explore design, and acquire specific criteria of designing nursing homes.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction; Reference). The contents are presented by means of textual information and case studies. This guide includes stated goals and objectives, summaries, bibliographies, diagrams, photographs, and floor plans of nursing homes. The analysts specify that this material is useable as a resource for lectures, seminars, discussion groups, individualized study, and as a reference. It would be most helpful for an instructor to present this material or for a resource person to be available. Inexperienced learners may find site visits to nursing homes essential. If presented in a classroom situation models of living spaces and of bed, chairs, etc., would be beneficial.

CRITIQUE

ANALYSTS' COMMENTS: The analysts agree that this book is an excellent and practical resource for designing the open nursing home. The book gives thorough information about the common mistakes made in designing nursing homes; and then presents detailed instructions to alleviate those problems and prevent them in the future. The author's approach to "openness" in the environment, as well as the bibliography, are excellent and useable. This is a superior textbook for college courses in nursing home administration or design engineering. ▫

THE PREPARATION OF A PATIENT HANDBOOK FOR A NURSING HOME

IDENTIFYING INFORMATION

AUTHOR: Carolyn Nichols

AVAILABILITY & COST: Center for Studies in Aging
North Texas State University
P.O. Box 13438
Denton, Texas 76203
Cost: $1.50

PUBLICATION DATE: 1976

MEDIUM: Print (self-teaching guide) 43 pp.

SUBJECT AREAS: Long-term care facilities

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Administrators; Practitioners; Students; Trainers).

The developer specifies that this guide is intended for use by nursing home administrators and practitioners. The analysts believe that the material is also appropriate for indirect use by gerontology students and trainers. While students using this guide will only need a general interest in the topic, administrators and practitioners will need nursing home experience, public relations and writing skills, and background knowledge of the philosophy and intended public image of the nursing home.

CONTEXTS: (In-service trainings; Individualized settings; Formally organized courses).

The developers state that this guide is intended for an on-the-job reference or study exercise. The analysts agree that it could also be the subject of an hour's in-service discussion after individual users have read the material. Trainers may also use the content for a lecture topic before having their students compile a model handbook as a learning exercise.

INTENT

PURPOSE: The developer specifies that this guide is intended to provide guidance in developing a patients' handbook for the nursing home setting.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To guide nursing home staff in interpreting life style changes associated with nursing home admission to the patient, family, community, and internal staff through the medium of a patient handbook;
- To demonstrate how the patient handbook can be used to facilitate patient adjustment and alleviate fears based on stereotyped images of health care facilities;
- To demonstrate how a patient handbook can be used as the first step in a comprehensive pre-admittance program, which serves to bridge pre-institutional and institutional life.

SCOPE

CONTENT SUMMARY: This resource begins with a discussion of the function and importance of a nursing home patient handbook as a tangible link between the home, the patient, the family, the staff and the community. It then provides guidelines for writing the handbook, and two sample handbook outlines.

CONTENTS:

Chapter One: Function of a patient handbook (7 pages)

Chapter Two: Patient Handbook
Woodland Nursing Home
Denton, Texas

Topic One: Welcome to Woodland (3 pages)
Topic Two: Woodland, Inc. (2 pages)
Topic Three: Admission policy (1 page)
Topic Four: The rehabilitation team (8 pages)
Topic Five: Other programs and services (3 pages)
Topic Six: Rules and regulations (4 pages)
Topic Seven: Methods of payment (1 page)

Topic Eight: Patient's bill of rights (1 page)
Topic Nine: Civil rights – Title VI (1 page)

Chapter Three: Resident Handbook
Oakland Health Center
Denton, Texas
Topic One: Welcome to Oakland (1 page)
Topic Two: Getting to know your new home (1 page)
Topic Three: The neighborhood (3 pages)
Topic Four: Oakland society (1 page)
Topic Five: Oakland staff (3 pages)
Topic Six: Oakland activities (1 page)
Topic Seven: Visitors (1 page)
Topic Eight: Miscellaneous information (2 pages)

Bibliography (2 pages)

CONTENT ANALYSIS: The analysts agree that the content is presented logically, effectively, accurately and objectively. The scope of the two model handbooks outlined may or may not be sufficient for the user. Some users will require more in-depth information depending on his/her previous knowledge and experience. Providing additional suggestions and direction for writing the handbook may further enhance the content.

METHODOLOGY: (Individualized instruction; Discussion groups; Seminars).
The developer uses textual information and two sample patient handbooks to effectively present the content. A bibliography is included as an additional learning aide. The analysts specify that this material is useful as a resource for individualized instruction, discussion groups, and seminars. The use of this guide may also be strengthened in a seminar by including a guest speaker with expertise in nursing home administration.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this guide provides a short, useful tool for designing a patient handbook for an individual nursing home. It might also be used in a classroom setting for those studying the scope of long-term care services. Two good examples of patient handbooks are provided, although these two samples are not critically evaluated. An additional chapter pointing out the strengths, weaknesses, and techniques employed in the two samples might improve the effectiveness of the material. This book can be read easily, and incorporated into the user's library of public relation guides. ▫

FAMILY INVOLVEMENT IN THE NURSING HOME EXPERIENCE

IDENTIFYING INFORMATION

AUTHOR: Betty McMeekin

AVAILABILITY & COST: Center for Studies in Aging
North Texas State University
P.O. Box 13438
Denton, Texas 76203
Cost: $1.50

PUBLICATION DATE: 1977

MEDIUM: Print (guide) 49 pp.

SUBJECT AREAS: Handicapped elderly; Housing; Long-term care facilities

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Administrators; Nursing home staffs; Discharge planners/care review committees; Community nurses; Family practitioners; Students; Older adults; Volunteers; Family members). The developer states that this resource is primarily designed for the administrators and the staff of long-term care facilities. The analysts specify that this resource may be used by students, discharge planners/care review committees, community nurses, family practitioners, and volunteers. The second section of this resource is practically written; therefore, families, groups wishing to gain insight into nursing home placement, and older adults could use this material without prerequisite study.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized settings).
The analysts specify that this guide be used for in-service trainings, formally organized courses, workshops, and for individualized study. The analysts believe that this material is suitable as a resource for a three hour in-service training session with nursing home staff and as a resource for a two to three hour education program for families in the community. This resource is also appropriate for self-paced study.

INTENT

PURPOSE: Developers specify that this guide is designed to aid nursing home administrators and staff in easing the problems which arise in moving an elderly person from his home environment to a nursing facility and to help familiarize the family and visitor with the nursing home and the services that it provides.

GOALS & OBJECTIVES: According to the analysts, the specific objectives are:

- To help the user understand problems that families face in institutionalizing elderly relatives;
- To provide suggestions for involvement of elderly residents in the selection of and the move to nursing facilities;
- To present a sample visitor's handbook; an example for nursing homes to follow in writing their own visitors' handbook.

SCOPE

CONTENT SUMMARY: This guide contains two major parts. The first section deals with family decision making: steps in nursing home selection and admission; involvement of the elderly person in decision-making; and adjustments to nursing home living experienced by families and residents. The second section presents a sample visitor's handbook for nursing homes.

CONTENTS:
Part One: Introduction (2 pages)
Chapter One: The family and the resident: Decision to enter the nursing home (8 pages)
Chapter Two: The family and the resident: Admission to the nursing home (4 pages)
Chapter Three: The family and the resident: Life in the nursing home (12 pages)
Summary: (1 page)

Part Two:
Visitor's Handbook (1 page)
Elmwood Health Center (19 pages)

Bibliography (3 pages)

CONTENT ANALYSIS: Analysts state that the contents are logically and effectively communicated. The author guides the reader step-by-step from the crisis which precipitates nursing home entry to the adjustments that families and residents experience in nursing home life. The information presented is basic and therefore especially useful to the beginning nursing home administrator or staff member. Limitations of the guide include the following: the lack of proposed solutions to problems which arise in moves to nursing homes; the almost entire emphasis on the family; information useful to the practitioner user is only minimally discussed; a bias that nursing homes are a permanent placement; and some of the dates need updating. An approach to improve this resource would include case studies, illustrative examples and/or specific suggestions for staff members and families to show the user how to assist the resident. The author presents objective insights and gives constructive ideas as to what to look for when planning the move to a long-term care facility.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).
The contents are presented via textual information. There are stated goals and objectives, reviews, bibliographies, and a sample nursing home visitor's handbook. The analysts state that this book is suitable as a resource for lectures, seminars, discussion groups, or as individualized instruction. A guided design technique used to examine case studies that presents students with problems and seeks to obtain alternative resolutions could be an effective means for helping administrators and staff members to better understand the problems, emotional upheavals, and adjustments that family members experience. Also, a resource panel of family members and/or nursing home residents who could give additional insight to the topics discussed in this publication would be beneficial to users.

CRITIQUE

ANALYSTS' COMMENTS: The analysts find this resource is useable for beginning administrators. The information which is provided in the visitor's handbook would be advantageous to family members if it were provided to them prior to and during the institutionalization process. The emphasis that is placed on the resident's active involvement within the nursing home is helpful. This book is timely. ▫

PUBLIC RELATIONS FOR HOMES FOR THE AGED

IDENTIFYING INFORMATION

AUTHOR: John Grace

AVAILABILITY & COST: Center for Studies in Aging
North Texas State University
P.O. Box 13438
Denton, Texas 76203
Cost: $1.50

PUBLICATION DATE: 1977

MEDIUM: Print (self-teaching guide) 55 pp.

SUBJECT AREAS: Long-term care facilities; Administration

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This guide is part of the "Center Studies" series of the Center for Studies in Aging at North Texas State University.

APPLICATION

INTENDED USERS: (Students; Trainers; University and community college educators; Long-term care administrators; Long-term care board members). The author wrote this guide for public relations officers and administrators of long-term care facilities. Some knowledge of group psychology might be beneficial to users, but anyone with high school reading skills could use this guide. The analysts believe the guide will be useful to students and trainers in social work, sociology, public health and communications as well.

CONTEXTS: (In-service trainings; Workshops; Individuailzed instruction).
This guide may be used as a self-paced resource for public relations staff of homes for the aged. It can also be used as a text for a one or two hour workshop or in-service training session.

INTENT

PURPOSE: The purpose of this guide is to call attention to the importance of a public relations program within a home for the aged.

GOALS & OBJECTIVES: The author's objectives are:
- To correct the negative image of homes for the aged portrayed extensively by the news media;
- To teach administrators and board members of homes for the aged the needs, costs, benefits and techniques of an effective public relations program.

SCOPE

CONTENT SUMMARY: The author of this fifty-five page guide presents a cost-benefit analysis of the role of public relations in a home for the aged. The guide discusses which staff should have public relations responsibility, the importance of planning, and techniques for effective internal and external public relations. Specific guidelines and examples of communication are presented.

CONTENTS:

Chapter One: Public relations for homes for the aging (8 pages)
Unit One: Need (2 pages)
Unit Two: Cost (1 page)
Unit Three: Benefits (2 pages)
Unit Four: Fund raising (2 pages)

Chapter Two: Who is responsible for public relations? (5 pages)
Unit One: Administrator's role (3 pages)
Unit Two: Public relations director (3 pages)

Chapter Three: The role of planning (6 pages)
Unit One: Evaluation (1 page)
Unit Two: Emergency public relations (1 page)

Chapter Four: Communicating the message to the Home's internal publics (9 pages)
Unit One: Residents (2 pages)

Unit Two: Employees (2 pages)
Unit Three: Volunteers (2 pages)
Unit Four: Medical staff (1 page)
Unit Five: Board (3 pages)

Chapter Five: Communicating the message to the Home's external publics (11 pages)
Unit One: Mass media (3 pages)
Unit Two: Community groups (2 pages)
Unit Three: Cooperation with educators (1 page)
Unit Four: Relatives and visitors (2 pages)
Unit Five: Government (3 pages)
Unit Six: Other health related groups (2 pages)
Appendices:
1. Dedication of a new facility, or a new wing of a facility, or renovations (1 page)
2. Open house for a new facility or a recently remodeled facility (1 page)
3. Submitting an article to a magazine (2 pages)
4. Format for a letter to the Editor (1 page)
5. Telephone techniques (1 page)
6. Format for mass media release (1 page)
7. Invitation to news conference (1 page)
8. Photographic release form (1 page)

Bibliography (3 pages)

CONTENT ANALYSIS: The analysts agree that the scope and depth of the material are sufficient for the generalist. The content is accurate, objective, and presented a positive manner. Including more current information on the psychological aspects of public relations, potential problems and alternative strategies might strengthen the content. Providing information on how to use in-service training of volunteers and board members as a public relations technique might also enrich the content of this book. The guide is, however, an excellent introduction to essential public relations techniques for long-term care.

METHODOLOGY: (Lecture; Discussion groups; Seminars; Individualized instruction).
The author primarily uses textual material to present content. The textual material is easy to read and appropriate for the information presented. Bibliographies, guidelines, formats for special events, checklists and examples are additional learning aides. This material is most appropriate for individualized instruction, but could be adapted to seminars, discussion groups or lecture format. Additional experiential learning experiences such as conducting a public relations program for staff of a facility might enhance the user's learning.

MEANS OF EVALUATION: The author includes self evaluation checklists to assess users' application of information. He also identifies within the narrative the areas to evaluate. These evaluation methods can measure expected outcomes if the objectives and on-going evaluation is constructed properly.

CRITIQUE

ANALYSTS' COMMENTS: The analysts agree the author presents an effective basic guide for a neophyte administrator of a home for the aged. It provides approaches unique to the setting that are also applicable to other long-term settings. The most valuable section presents the need for homes for the aged to take their message to the external community. Public relations is an important, often neglected, subject for homes for the aged. This guide provides a concise recipe to apply these principles to this unique setting. ▫

HANDBOOK FOR SITE OPERATIONS: The Nutrition Program for the Elderly*

IDENTIFYING INFORMATION

AUTHORS: Maryanne Staton
Phoebe Baker
Don Bruland
Barbara Cale
Jack Rettig

AVAILABILITY & COST: School of Home Economics
Oregon State University
Corvallis, Oregon 97331
Cost: $4.25

PUBLICATION DATE: 1975

MEDIUM: Print (handbook) 257 pp.

SUBJECT AREAS: Nutrition; Volunteers; Administration

PROGRAM FUNDING: This handbook was supported by a grant under Title IV-A, Older Americans Act from the Administration on Aging (Grant No. 94-P-75012/0).

PROGRAM DEVELOPMENT: This publication was developed for the Nutrition Program for the Elderly (Title VII, Older Americans Act of 1965, as amended) and for use by other programs for the elderly through cooperative efforts among the five AoA supported Nutrition Training Centers.

APPLICATION

INTENDED USERS: (Students; Trainers; Practitioners; Nutrition managers; Volunteers; Older adults).
The developers specify that this resource is intended for the staff of site operations of the national Nutrition Program for the Elderly. The analysts state that this handbook is also suitable for students, trainers, practitioners, site managers, volunteers, and older adults. Some experience in Title VII programs, some understanding of aging and project policy, and some orientation in senior programs would be helpful in utilizing this resource.

CONTEXTS: (In-service trainings; Individualized settings; Reference). The analysts state that this resource is suitable for use as a resource in in-service trainings, in self-paced settings, and as a reference. A training lasting one day or longer and self-paced readings are appropriate time frames and settings for use of this nutrition handbook.

INTENT

PURPOSE: The developers state that the purpose of this handbook is to help in the intermediate day-to-day operations of a nutrition site.

GOALS & OBJECTIVES: The specific objectives of this book are:

- To provide the user with a base for developing and clarifying their own methods of site operations;
- To serve as a resource for various aspects of site operations;
- To provide knowledge and incentive to manage better nutrition sites.

SCOPE

CONTENT SUMMARY: This handbook provides an overview of Title VII and of special needs of older people. Various aspects of nutrition site management are discussed with specific suggestions for running an effective program and meeting the nutritional needs of the elderly.

CONTENTS:
Preface (1 page)
Chapter One: Title VII of the Older Americans Act: An overview (6 pages)
Chapter Two: Special needs of older people (18 pages)
Chapter Three: Site management (28 pages)
Chapter Four: Nutrition and food service (70 pages)
Chapter Five: Site liveability (24 pages)
Chapter Six: Working with volunteers (30 pages)
Chapter Seven: Outreach (18 pages)
Chapter Eight: Supportive services (20 pages)
Chapter Nine: Community relations (16 pages)
Chapter Ten: Safety and emergency (26 pages)

*Available from SCAN, Rockville, MD (See page vi).

HANDBOOK FOR SITE OPERATIONS (Con't)

CONTENT ANALYSIS: The analysts believe that the contents are presented logically and effectively. Although the laws and regulations which are discussed in the book will need periodic updating, the text is objective, the format well-developed, and the outline of the material excellent. Although this material may be too basic for experienced managers, the material is covered quickly and easily, making this resource a good reference for site managers.

METHODOLOGY: (Seminars; Discussion groups; Individualized instruction; Experiential instruction).
The contents are presented by means of textual information, case studies, and the inquiry method. Included in the text are outlines, diagrams, examples of nutrition programs, checklists, and references. The analysts specify that this material is suitable for use as a resource for seminars, discussion groups, and individualized or experiential instruction. Professional training as well as site visits to other programs may be beneficial when using this resource.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource presents concrete, well-organized material on managing nutrition sites for the elderly. Several aspects of site operations are discussed in a helpful and specific manner. This handbook is a useful guide for site manager training and later as a reference in actual worksites. This resource presents material that is concrete but that does not talk down to the user; it is a most appropriate resource for its intended audience.

SERVING THE ELDERLY, THE TECHNIQUE, PART IV: Nutrition Education for the Older American

IDENTIFYING INFORMATION

AUTHOR: Joseph M. Carlin

AVAILABILITY & COST: New England Gerontology Center
New England Center for Continuing Education
15 Garrison Avenue
Durham, New Hampshire 03824
Cost: $3.00 plus postage and handling

PUBLICATION DATE: c. 1976

MEDIUM: Print (guide) 36 pp.

SUBJECT AREAS: Nutrition

PROGRAM FUNDING: This handbook was originally produced under contracts with the Administration on Aging, O.H.D., H.E.W., and the State Departments of Aging of Massachusetts, Mississippi, New Hampshire, and Vermont.

PROGRAM DEVELOPMENT: This guide was developed initially as a monograph for nutritionists and dietitians working with the National Nutrition Program for the Elderly (Title VII).

APPLICATION

INTENDED USERS: (Nutritionists; Trainers; Administrators; Practitioners; Older adults; Site directors; Nutrition educators; Project directors; Recreation coordinators).
The developers specify that this resource is designed for nutritionists, dietitians, and educators working with the National Nutrition Program for the Elderly (formally known as Title VII). The analysts state that this book is also suitable for trainers, administrators, practitioners, older adults, site directors of nutrition programs, project directors, recreation coordinators, and nutrition educators. An understanding of older persons, basic educational procedures for older persons, and a basic knowledge as well as some experience with nutrition programs would be helpful when utilizing this book.

CONTEXTS: (In-service training; Nutrition sites; Self-paced settings).
The analysts specify that this guide is suitable as a resource for use in in-service trainings, at nutrition sites, or in self-paced settings. The text can be used in open-ended sessions, sessions of one half hour each, or in on-going nutrition programs.

INTENT

PURPOSE: The developers state that the purpose of this guide is to stimulate thinking among professionals on new ways to involve people in nutrition education.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To provide innovative methods of involving the elderly in nutrition education activities;
- To stimulate professionals to involve people in nutrition programs and to use ideas that are generated by the elderly;
- To increase nutrition knowledge;
- To encourage better buying and eating habits.

SCOPE

CONTENT SUMMARY: This guide discusses shopping assistance, techniques for nutrition training, discussion topics, environments for nutrition education, and how topics can be approached in positive ways which will help the elderly. The numerous references listed also provide information on nutrition education programs.

CONTENTS:
Chapter One: Nutrition education and shopping assistance (2 pages)
Chapter Two: Nutrition education for older Americans (1 page)
Chapter Three: Creating the right environment for nutrition education (4 pages)
Chapter Four: Some ways to approach nutrition education (12 pages)
Chapter Five: Shopping assistance for the older American (12 pages)

CONTENT ANALYSIS: The analysts believe that this material is communicated effectively and logically, with useable references. As it is, the text presents useful program approaches for nutrition education for the elderly. However, more in-depth information on nutrition in the body of the text, as well as additional visual aids would be helpful to the user.

METHODOLOGY: (Seminars; Individualized instruction).
The contents are presented by use of textual information. Included in the text are stated goals and objectives, checklists, guidelines, an annotated bibliography and references. The analysts specify that this guide is useful as a resource for seminars or for individualized instruction.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource is excellent for persons to obtain new ideas in developing nutrition education. This guide offers a fresh approach as well as innovative techniques for nutrition education for the elderly. Although the guide could benefit from more in-depth coverage of nutrition information, the references do provide a list of useable material on nutrition programs for the elderly. ▫

READY OR NOT: A Handbook for Retirement

IDENTIFYING INFORMATION

AUTHORS: Suzanne Arnold
Jeanne Brock
Lowell Ledford
Henry Richards

AVAILABILITY & COST: Manpower Education Institute
127 East 35th Street
New York, New York 10016
Cost: $2.50

PUBLICATION DATE: c. 1977 (third edition)

MEDIUM: Print (self-teaching guide) 71 pp.

SUBJECT AREAS: Retirement planning; Biological and physiological aspects of aging; Psychological and social aspects of aging; Employment

PROGRAM FUNDING: This guide was published by Manpower Education Institute, a non-profit educational foundation supported by business, education and labor groups.

PROGRAM DEVELOPMENT: This guide was developed to accompany a television program, "Ready or Not," which focused on retirement planning. The 1976 color series is available in a set of 10 video tapes or 3/4" video cassettes each lasting 30 minutes from Manpower Education Institute. Purchase: $200.00 (per video), $1,200.00 (series). Rental: $350.00 (series). This series includes:

- Introduction: Importance of planning; work ethic; attitudes toward retirement
- Financial (Part 1): Financial planning
- Financial (Part 2): Legal planning
- Consumer education
- Health: Physical and mental health; health insurance
- Housing and living arrangements
- Employment (Part 1): Full-time
- Employment (Part 2): Part-time
- Leisure (Part 1): Education, hobbies, etc.
- Leisure (Part 2): Community service and action

APPLICATION

INTENDED USERS: (Students; Trainers; Pre-retirees). The developers state that this publication is designed as a self-teaching guide to accompany a television program for working adults preparing for retirement. The analysts believe the guide may also be used effectively in pre-retirement seminars, or in training retirement planning instructors. Any adult with some work experience and reading skills would find this guide helpful for personal use. Trainers using this guide for group discussion would benefit from previous knowledge of group dynamics.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized instruction; Community center adult education). The developers specify that this resource is designed as a self-paced guide to accompany a ten-part television series. The analysts believe that a well trained instructor could lead an adult education group using this guide through a one day workshop. A series of ten, two-hour sessions using the television program with follow-up discussions of this guide and its activities might also be effective.

INTENT

PURPOSE: The developers' purpose is to provide a program to prepare working adults for the transition into retirement.

GOALS & OBJECTIVES: The developers' objectives are:

- To help working adults make plans for retirement;
- To provide a handbook to accompany the television program "Ready or Not" on pre-retirement planning;
- To help working adults avoid the pitfalls and oversights that lead to unnecessary problems in retirement;
- To give older adults the opportunity to spend their retirement years with a minimum of difficulty.

SCOPE

CONTENT SUMMARY: This guide contains ten chapters designed to help working adults make important decisions on retirement as they relate to physical, social and psychological adjustments, financial management, consumerism, housing and living arrangements, employment and leisure activities. Throughout the book, the developers stress the positive aspects of retirement and the value of planning retirement decisions. Charts, checklists, graphs and statistics are also included to help users avoid retirement pitfalls and oversights.

CONTENTS:
Foreword (1 page)
Chapter One: Introduction (7 pages)
Chapter Two: Financial—part one (7 pages)
Chapter Three: Financial—part two (8 pages)
Chapter Four: Consumer education handbook (6 pages)
Chapter Five: Your health (6 pages)
Chapter Six: Housing and living arrangements (7 pages)
Chapter Seven: Employment—part one (8 pages)
Chapter Eight: Employment—part two (4 pages)
Chapter Nine: Leisure handbook—part one (12 pages)
Chapter Ten: Leisure handbook—part two (4 pages)
Bibliography (2 pages)

CONTENT ANALYSIS: The developers present the content effectively in a conversational informal style. The guide is objective and accurate, focusing on the positive aspects of aging to help overcome negative stereotypes. Sequencing of topics is logical and consistent with other retirement planning guides in putting financial planning aspects first. The scope of the material is sufficient, although including sections on loss of spouse, role change, family relationships and community mental health services might broaden the scope. In addition, this type of guide requires periodic updating as legislative changes in health and employment issues occur.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction; Experiential instruction; Television program guide). The developers use textual information, programmed instruction and the inquiry method to present content. Stated goals, summaries, practice questions, bibliographies, recommended follow-up activities, charts, budgets, checklists, time analysis tables, and self-evaluation questionnaires provide additional and effective personal or group learning aides. The textual material is supplemented regularly by questions and exercises that require the user to absorb and actively relate it to situations. Although this guide is intended to accompany a television program, the analysts believe it is also appropriate for individualized instruction, discussion groups or lectures.

MEANS OF EVALUATION: Objective tests, questionnaires, and self-evaluation checklists are included to assist the user in retirement planning. These evaluation methods are not intended to evaluate the content or teaching techniques.

CRITIQUE

ANALYSTS' COMMENTS: The guide is an accurate, concise, personalized pre-retirement workbook. The informal conversational writing style will stimulate thought in users though some might find this tone too simplistic for such a serious subject. This guide is particularly useful in stimulating group interaction between several pre-retirees, a trained facilitator and some experts in various aspects of retirement needs. The interaction might reduce the isolation and possible disengagement that could occur with strictly individualized use of the guide. Merely following all the guide's suggestions does not guarantee that the user will face minimal retirement difficulties. However, the guide may effectively stimulate productive personal retirement planning. ▫

YOU AND YOUR AGING PARENT: The Modern Family's Guide to Emotional, Physical and Financial Problems

IDENTIFYING INFORMATION

AUTHORS: Barbara Silverstone
Helen Kandel Hyman

AVAILABILITY & COST: Pantheon Books
201 E. 50th Street
New York, New York 10022
Cost: $3.95

PUBLICATION DATE: c. 1976

MEDIUM: Print (self-teaching guide) 336 pp.

SUBJECT AREAS: General aspects of aging; Social and family relationships

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Adult children; Practitioners; Family members; Older adults; Youth).

The developers specify that this resource is intended for middle-aged children with older parents. The analysts infer that this book is suitable for all adult children with parents, family members, older adults, youth, and practitioners. Some knowledge of the problems of the elderly and medical and social resources, as well as experience in handling feelings in a group, would be helpful when utilizing this resource.

CONTEXTS: (In-service trainings; Formally organized courses; Conferences; Individualized settings).

The developers infer that this material is most suitable for use in individualized settings. The analysts specify that this book is suitable as a resource for in-service trainings, formally organized courses, conferences, and for individualized self-paced settings. The material is appropriate for a formally organized course lasting one semester; a single three hour seminar; or for a one or two day workshop.

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INTENT

PURPOSE: This resource is designed to advise and guide families of aging parents in understanding and coping with their emotional, financial, and physical situations.

GOALS & OBJECTIVES: The developers state that this guide's specific objectives are:

- To help the user think through their own personal situations more realistically;
- To guide the user in determining more effective solutions to their own individual problems that may affect them and their aging parent;
- To provide insight into alternatives of care available to older adults.

SCOPE

CONTENT SUMMARY: This resource is divided into three sections: the first section deals with an overall review of the range of problems which may complicate life for the elderly themselves and for their children; the second section examines the possible solutions to these problems. The developers have integrated this information with numerous case studies. A most useful appendix is included listing agencies and services available for the elderly and their families, checklists for evaluating services, directions to consult, diseases of the elderly and suggested readings.

CONTENTS:

Chapter One: Introduction (8 pages)

Part One: Taking stock
Chapter Two: Facing up to feelings (25 pages)
Chapter Three: The family merry-go-round (24 pages)
Chapter Four: What have they got to lose? (33 pages)
Chapter Five: Marriage, widowhood, remarriage, and sex (23 pages)
Chapter Six: Facing the final crisis (25 pages)

Part Two: Taking action

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Chapter Seven: Helping – when they can manage independently (32 pages)
Chapter Eight: Helping when they cannot manage – community solutions (33 pages)
Chapter Nine: Helping when they cannot manage – the nursing home solution (35 pages)
Chapter Ten: Taking a stand (11 pages)

Appendices:
- Where to find help (17 pages)
- Selected services and programs for the elderly and their families (41 pages)
- Checklists for evaluating services (5 pages)
- Directories to consult (4 pages)
- Common diseases and symptoms of the elderly (7 pages)
- Suggested readings (5 pages)

Index (9 pages)

CONTENT ANALYSIS: The analysts believe that the contents are logically and objectively presented. Included is both general and specific information which revolves around the case studies that provide a realistic approach and helps make this a readable guide. Although the lists in the appendices will need to be updated periodically, they provide useful information. More discussion of the solutions and problems given may be beneficial to the user. The subject matter is sufficient enough to guide the user in assessing problems and coping with aging parents.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).

This material is presented by use of textual information, case studies, and the inquiry method. Included in the text are bibliographies, appendices, and an index. The analysts specify that this material is suitable as a resource for lectures, seminars, discussion groups, and individualized instruction. A discussion group consisting of families guided by a professional facilitator is also an appropriate activity to accompany this guide.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this guide is a helpful starting point for families in helping their aging parents. This resource provides a useful overview of aging parents. Additional family oriented references included in the bibliography would be useful. The material which deals with nursing home selection is most useful. Overall, this is a useful guide for families of aging parents for assessing the problems and determining options for dealing with the situation. ▫

HELPING YOUR ELDERLY PATIENTS: A Guide for Nursing Assistants

IDENTIFYING INFORMATION

AUTHOR: Judith M. Conahan

AVAILABILITY & COST: The Tiresias Press, Incorporated
116 Pinehurst Avenue
New York, New York 10033
Cost: $3.95

PUBLICATION DATE: c. 1976

MEDIUM: Print (self-teaching guide) 128 pp.

SUBJECT AREAS: Biological, psychological, and social aspects of aging; Long-term care facilities; Nursing care

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: The guide evolved from a series of workshops for nursing assistants sponsored by the Massachusetts Department of Public Health.

APPLICATION

INTENDED USERS: (Nursing administrators; Instructors; Nursing students; Staff coordinators; Administrators; Trainers; Practitioners; Ancillary workers). This guide is intended for use by nursing assistants in long-term care facilities. The developer states that in-service instructors and continuing education instructors may find it of use during the initial training period in conjunction with a text on physical skills. The analysts specify that this guide may be of use to nursing students, staff development coordinators, administrators, trainers, practitioners in long-term care facilities, and support staff in long-term care facilities (i.e.: dieticians, head housekeepers, etc.). A high school reading ability and skills/experience in bedside nursing or occupational therapy would be a helpful prerequisite for using this material. Instructors and trainers using this guide will find a knowledge of educational psychology principles beneficial in training sessions.

CONTEXTS: (Individualized settings; In-service training; Workshops; Formally organized courses). The analysts recommend using this guide as a resource for an individual learning experience; as a text for in-service training; for a workshop; or for a formally organized short course. The material can be covered in six or seven workshop sessions of one hour each or in a course lasting thirty hours.

INTENT

PURPOSE: The developer states that this text is intended to help nursing assistants understand the important role they assume when caring for older persons; and to increase their awareness and sensitivity to the needs of their elderly patients.

GOALS & OBJECTIVES: The overall goal of this book is to provide training for nursing assistants in the emotional and psychological aspects of care for the elderly in long-term care facilities. The specific objectives are:

- To develop a more positive attitude toward the elderly;
- To develop an ability to communicate and observe patients with more acuity;
- To provide knowledge of the biological and physical changes that occur with aging.

SCOPE

CONTENT SUMMARY: This guide covers the stages of development of the human body and the biological changes which accompany aging. It further identifies the needs of the elderly and the role of the nursing assistant in meeting these needs. The significance of communication and observation with elderly patients is stated. Attitudes the elderly have toward nursing homes and institutionalization are discussed.

CONTENTS:
Chapter One: Introduction (3 pages)
Chapter Two: A closer look at the aging process (9 pages)
Chapter Three: The needs of the elderly (29 pages)
Chapter Four: Being a helping and caring person (11 pages)
Chapter Five: Communication (9 pages)
Chapter Six: Observation (10 pages)

Chapter Seven: The nursing home: A humane environment (16 pages)
Chapter Eight: Role-plays (7 pages)
Chapter Nine: Case studies (7 pages)
Chapter Bibliographies (4 pages)
General Bibliographies (2 pages)
Audio-Visual Aids (2 pages)
Index (2 pages)

CONTENT ANALYSIS: The analysts agree that this material comprehensively covers the major points of geriatric care. The contents are communicated effectively and logically. There is a continuity beginning with the natural changes in the aging process and then with the development of the chapters which deal with how the user can support and assist in these changes. Additional elaboration in a few sections, such as the section on the sexual needs of the elderly, job frustrations, staffing shortages, and institutional policies may benefit the user. As a basic training manual, some jargon terms will need to be defined for the user. Overall, the content is excellent for nursing aides at a beginning level or for in-service trainings, and the bibliography is outstanding.

METHODOLOGY: (Lectures; Seminars; Discussion groups). The content is presented via textual information, case studies, textual information, and the inquiry method. Included in the text are stated objectives, reviews, practice questions, bibliographies, pictures, and charts. The analysts recommend using this material as a resource for lectures, seminars, and small discussion groups. Although the role plays need to be used with an experienced trainer, they provide the user with discussion material concerning the text and their own experiences. Audio-visuals could be used to amplify the text. A skill training program manual could also be used with this guidebook.

MEANS OF EVALUATION: Instruments for assessing the learner's knowledge of the subject matter include case studies with discussion questions.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource is an extremely useful guide for nursing assistants. It provides a comprehensive condensation of important information pertinent to caring for and supporting the older individual. This guide is a realistic and practical educational document. ▫

WORKING WITH THE IMPAIRED ELDERLY

IDENTIFYING INFORMATION

AUTHOR: Bella Jacobs

AVAILABILITY & COST: The National Council on the Aging, Inc.
1828 L Street, NW
Washington, D.C. 20036
Cost: $4.50

PUBLICATION DATE: c. 1976

MEDIUM: Print (monograph) 114 pp.

SUBJECT AREAS: Handicapped elderly; Psychological aspects of aging

PROGRAM FUNDING: The National Institute of Senior Centers recognizes the need to train Senior Center practitioners to effectively reach out to the vulnerable impaired elderly. With a grant from the Frederick and Amelia Schimper Foundation the developer designed this resource to enable Senior Center practitioners to work more confidently and effectively with the impaired elderly. The Foundation's support and the assistance of persons experienced in working with such impairments have resulted with this publication.

APPLICATION

INTENDED USERS: (Students; Trainers; University and community college educators; Practitioners).
The developer specifies that Senior Center practitioners use this monograph. However, professional or paraprofessional students, volunteers, or trainers interested in helping older persons would find this resource helpful.

CONTEXTS: (In-service training; Formally organized courses; Workshops).
This material lends itself well to in-service trainings, courses, or workshops of varying lengths. Each topic can be expanded or explored quickly as determined by the needs of the users.

INTENT

PURPOSE: The author's purpose is to provide a practical resource for Senior Center practitioners, including information and guidelines that will encourage them to serve a larger proportion of the vulnerable impaired elderly.

GOALS & OBJECTIVES: The author's objectives are:

- To help Senior Center practitioners overcome any fears or doubts they may have about their ability to cope with the impaired elderly;
- To offer Senior Center practitioners basic information, guidelines and resource materials relating to persons with multiple physical and mental impairments;
- To demonstrate how the Senior Center can enhance the functioning capacity of the physically impaired elderly;
- To describe recommended integration procedures for the visually impaired elderly attending a Senior Center;
- To describe rehabilitation and communication techniques for working with hearing impaired elderly;
- To describe techniques appropriate to effective work with the mentally deteriorating elderly.

SCOPE

CONTENT SUMMARY: This resource includes six brief, separately authored, descriptively titled papers focusing on ways the Senior Center and its practitioners can improve the functioning capacity of physically and mentally impaired participants.

CONTENTS:

Forward (1 page)
Introduction (2 pages)
Chapter One: Integrating the impaired elderly into Senior Centers
D. Simick (20 pages)
Chapter Two: Social reengagement of the blind older adult: An integration model
A. Kanefsky (30 pages)
Chapter Three: Integrating the visually handicapped elderly into a Senior Center: The Dade County experience

B. Quint (8 pages)
Chapter Four: Auditory impairment and aging
J. Maurer (26 pages)
Chapter Five: Communicative problems in older persons
M. Adair and J. Simonson (14 pages)
Chapter Six: Working with mentally impaired Center members
H.T. Burr (14 pages)
Suggested Reading (1 page)

CONTENT ANALYSIS: The author's scope is sufficient to identify a range of relevant issues necessary for Senior Center practitioners preparing program proposals to serve the impaired elderly. Appropriate brief descriptions, case material, and factual information is communicated logically, effectively and objectively. The apparent difficulties in working with the impaired elderly are expressed in a straight forward manner. Since this resource is directed to practitioners, the focus is on techniques rather than theory. For this reason, experts might find the resource lacking in-depth analysis. A trainer using this as a text could enhance the material by providing a professional orientation to the suggested helping techniques.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction; Experiential instruction). The author uses textual information and case studies to present content. Stated objectives, reviews and summaries, practice questions, bibliographies and recommended activities are provided as additional learning aides. The methods of presentation are appropriate to the content and may be used in lectures, seminars, discussion groups, or in individualized instruction. Use of the material over a year's span in training sessions will probably lead to use of other suggested resources, such as guest speakers or panel discussions by physically impaired older persons. It is not intended as a textbook and thus doesn't have an all-inclusive educational design.

CRITIQUE

ANALYSTS' COMMENTS: This monograph is a much needed resource for training human service practitioners working with the impaired elderly. It offers many direct techniques and guidelines for identifying clientele, recruiting the hard-to-reach, socializing, and coping with problems. The author's approaches are encouraging but not overwhelming for the intended audience. For these reasons, this monograph can deepen the user's interest in acquiring additional knowledge and skills for a greater effectiveness in working with and for the impaired elderly. ▫

GUIDELINES FOR AN INFORMATION AND COUNSELING SERVICE FOR OLDER PERSONS *

IDENTIFYING INFORMATION

AUTHOR: Daniel T. Peak

AVAILAIBLITY & COST: The Information and Counseling Service for Older Persons
Box 3003
Duke University Medical Center
Durham, North Carolina 27710
Cost: $3.50

PUBLICATION DATE: 1973 (Second printing)

MEDIUM: Print (manual) 99 pp.

SUBJECT AREAS: Mental health/Rehabilitation

PROGRAM FUNDING: The publication costs of this guide were supported in part by The Council on Aging and Human Development, the Duke University Medical Center Department of Psychiatry and by the Administration on Aging.

APPLICATION

INTENDED USERS: (Trainers; Educators; Administrators; Practitioners; Community planners; Students; Older adults). The developers state that this manual is intended for those professionals who are developing information and counseling services as well as all those having professional or personal relationships with older persons. The analysts specify that this resource is suitable for trainers, university and community college educators, administrators, practitioners, community planners, students, and older adults. An understanding of community needs and resources; program planning and coordinating skills; a general knowledge of the aging process, and the needs of older adults; a knowledge of counseling, administration, and service provision; a knowledge of and access to community services and related organizations; as well as experience in working with older adults are helpful for utilizing this material fully.

CONTEXTS: (In-service trainings; Workshops; Individualized settings). The analysts agree that this resource is suitable for use in in-service training and for workshops, for in-service professional and staff work sessions, or as a self-paced study for individual use.

INTENT

PURPOSE: The developers state that the purpose of this manual is to provide guidelines, on the basis of experience with the Information and Counseling Service for Older Persons at Duke University, for the development of similar services elsewhere; to serve as a challenge to all those having professional or personal relationships with older persons; and to stimulate persons in the fields of service, training and research in aging.

GOALS & OBJECTIVES: Developers state that the specific objectives of this manual include:

- To insure maximum benefits available from all health and social resources;
- To improve patterns of services through consultation;
- To stimulate new information and counseling programs;
- To better understand special problems of aging.

SCOPE

CONTENT SUMMARY: This manual contains sixteen chapters written by professionals in the field of aging which deal with the different roles of an Information and Counseling Service for older persons; community relations and outreach; research and evaluation of the effectiveness of the service and suggested modifications.

CONTENTS:
Foreword (3 pages)
Chapter One: The initiation and development of the Duke University ICSOP
F.C. Jeffers (4 pages)
Chapter Two: The staff and mode of operation
D.T. Peak (4 pages)
Chapter Three: The evolution of team interaction roles on the ICSOP team
C.R. Tyler (4 pages)
Chapter Four: The client and family speak
C.R. Tyler and F.C. Jeffers (4 pages)

*Available from SCAN, Rockville, MD (See page vii)

Chapter Five: The role of the administrator
D.T. Peak (2 pages)
Chapter Six: The role of the psychiatrist
D.T. Peak (5 pages)
Chapter Seven: The role of the social worker
J.S. Altholz (3 pages)
Chapter Eight: The role of the nurse
R. Tyler (4 pages)
Chapter Nine: The role of the chaplain
J.H. Fast (5 pages)
Chapter Ten: The role of the psychologist
W.D. Gentry (4 pages)
Chapter Eleven: The roles of members of allied professions
S. Moore, G. Hutcheson, E.R. Renkin, C. Hawthorne and R.G. Howard (7 pages)
ICSOP in action [Photos of ICSOP]
Other functions of ICSOP
Chapter Twelve: As training ground for the geropsychiatrist
K.K. Steward and A. Verwoerdt (7 pages)
Chapter Thirteen: Community relations and outreach
G.H. Polansky (3 pages)
Chapter Fourteen: Research and evaluation of effectiveness
G.H. Polansky (3 pages)
Chapter Fifteen: Suggested modifications
G.H. Polansky (3 pages)
Chapter Sixteen: Epilogue
F.C. Jeffers (3 pages)
Contributors (1 page)
Appendices:
- "Where do I go from here" (2 pages)
- Intake questionnaire (12 pages)
- Information and counseling service for older persons (2 pages)
- ICSOP follow-up questionnaire (5 pages)

CONTENT ANALYSIS: The analysts agree that the contents are communicated logically and effectively. The depth is sufficient as this resource is intended to be used as a "guideline," not a how-to book. Some modifications may be necessary in other geographic locations, but otherwise there are no other apparent limitations in the text. The material is concise while providing case studies and actual letters from the clients which are helpful. Some additional information may be needed if the user does not have an extensive knowledge base of the services provided.

METHODOLOGY: (Seminars; Discussion groups; Planning groups; Experiential instruction; Individualized instruction; Lectures; Workshops). The contents of this manual are presented by use of textual information, case studies and programmed instruction. Also included are stated goals and objectives, reviews, follow-up activities, photographs, and copies of the actual forms and questionnaires used in the program. The analysts specify that this material is suitable for presentation in seminars, discussion groups, planning groups, and individualized or experiential sessions. On-site visits to existing operations, as well as lectures or workshop sessions conducted by experienced professionals and administrators are appropriate methods of conveying the material.

MEANS OF EVALUATION: The developers state that if stimulation in the fields of service, training and research in aging is strengthened by these contributions and if the understanding of older persons is further increased, the purpose of this manual has been amply fulfilled. Although this resource itself has no evaluation, there are measures for evaluating the outcome of the actual services to the older people contained in the chapter, "Research and Evaluation of Effectiveness."

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this material is effective as a successful portrait of services for older adults. This is an excellent resource for service providers and may be useful as a basic "guidelines" manual. The average community will not be able to establish its own center with the apparent ease with which this service has been established, but this resource does provide the user with an optimism which can be duplicated in similar organizational efforts. ▫

CLAIMING A FRONTIER: Ministry and Older People

IDENTIFYING INFORMATION

AUTHOR: Robert W. McClellan

AVAILABILITY & COST: Ethel Percy Andrus Gerontology Center
University of Southern California
University Park
Los Angeles, California 90007
Cost: $3.50

PUBLICATION DATE: c. 1977

MEDIUM: Print (monograph) 125 pp.

SUBJECT AREAS: Ministry; Program development

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: The origin of this monograph was in the author's doctoral study undertaken at San Francisco Theological Seminary, San Angelmo, California, and in conjunction with Dr. James A. Peterson with the Ethel Percy Andrus Gerontology Center.

APPLICATION

INTENDED USERS: (Clergymen; Religious educators; Older adults; Lay persons).

The developer specifies that this book is intended for Christian clergymen as well as colleagues in the Jewish community. The analysts believe that this resource is also appropriate for use by members of church councils, professors of pastoral care in seminaries, older adult education classes in churches, and other lay persons interested in starting a center for older persons.

CONTEXTS: (Formally organized courses; Individualized settings; In-service trainings).

The analysts state that this book is appropriate for use in a self-paced individualized setting, in a series of one hour in-service trainings or in formally organized courses.

INTENT

PURPOSE: The purpose of this resource is to present the results of a series of twelve techniques which can help parishes revitalize their ministry to aged members.

GOALS & OBJECTIVES: The specific objectives of this book are:

- To recognize that ministry to older persons will remain as an important aspect for individuals who need services offered to them, from pastoral care to community services;
- To demonstrate that ministry for older persons will also continue because, collectively, the elderly have special needs which they cannot meet themselves;
- To illustrate how ministry with the aging is emerging as the church/synagogue seeks to involve them as valid, full partners in its ongoing total mission;
- To show how ministry of the aging occurs as maturity and and experience of older persons are recognized, utilized, and appreciated in the church/synagogue and community.

SCOPE

CONTENT SUMMARY: This book offers a practical guide on ministry and the elderly for the church, synagogue, and community. Evidence is presented to show why the church/synagogue is reluctant to invest time in a ministry with the aged. New developments in gerontology are examined which provide a better foundation for consideration of effective ministry among the aging. This work includes a discussion of the importance of renewal and fulfillment as a central need for the aged, a description of twelve different approaches to providing services to/for seniors, and an examination of some actions taken in working toward such a project. Seven practical and working models of ministries with the aged are described. The resource has a listing of organizations concerned with aging, an annotated bibliography of reference works and audio-visual materials, and an index.

CONTENTS:
Foreword (2 pages)
Preface (1 page)
Chapter One: Still a frontier (8 pages)
Chapter Two: Scouting out the land (17 pages)

Chapter Three: Occupying the territory (13 pages)
Chapter Four: Breaking the ground (11 pages)
Chapter Five: Sowing the seed (33 pages)
Chapter Six: Working at the grass roots (8 pages)
Chapter Seven: Reaping the harvest (6 pages)
Chapter Eight: Tools for the task – appendix (22 pages)
Index (7 pages)

CONTENT ANALYSIS: The analysts concur that the content is presented logically and effectively, especially for the lay person with a protestant religious philosophy. Although the scope of the material presented on ministry for the aged is quite appropriate, further discussion of how to implement senior center programs would expand the usefulness of this resource. The contents are accurate, however, the material is presented from a religious frame-of-reference. The content facilitates the attainment of objectives, as the objectives are clearly stated and each chapter focuses on them in a concise manner.

METHODOLOGY: (Seminars; Discussions; Individualized instruction).
The contents are presented by means of textual information, case studies of programs, and programmed instruction. Included in the text are stated objectives, summaries, chapter references, annotated bibliographies, recommended follow-up activities, illustrations, and program examples. The analysts specify that this material is suitable for use as a resource for seminars, small group discussions within the church or synagogue, and individualized instruction.

MEANS OF EVALUATION: The developer reports the findings of a comprehensive self-rating test used to measure change in self rating in twelve areas of concern that raise consciousness about the needs and possibilities of older persons. The twelve techniques (remotivation, physical conditioning, education, creative resiliency, identification, acclimation to death, leisure ethic, spiritual renewal, community, pre-retirement counseling, united action, and senior power) significantly raised the self-rating of seniors in a Center for older persons.

CRITIQUE

ANALYSTS' COMMENTS: This book is a unique and valuable reference for beginning or enhancing an existing program of ministry with the aged. It is most successful in sensitizing clergymen and interested lay persons to the needs of elderly parish members. The consciousness raising techniques presented here have been carefully field-tested and evaluated within parish life. This monograph may be accompanied by a resource on senior centers to augment the specific programs depicted in the text. To assist users in identifying the availability of resources to expand ministries among older persons an extremely useful resource guide is included in the appendix that lists program models, national organizations in the field of aging, the Administration on Aging, Gerontology Centers, and an annotated bibliography. □

BROOKSIDE MANOR: A Gerontological Simulation, Leader's Manual

IDENTIFYING INFORMATION

AUTHORS: Dorothy H. Coons
Justine Bykowski

AVAILABILITY & COST: Institute of Gerontology
University of Michigan – Wayne State University
520 East Liberty
Ann Arbor, Michigan 48108
Cost: $5.00

PUBLICATION DATE: c. 1975

MEDIUM: Print (simulation game) 19 pp.

COMPONENTS: Includes participant instruction sheets and simulation activities for 30 people.

SUBJECT AREAS: Housing; Administration

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This simulation game was developed and tested in Milieu Therapy Workshops at the University of Michigan.

APPLICATION

INTENDED USERS: (Trainers; Paraprofessionals; Health specialists; Students; Administrators; Educators; Policy makers; Practitioners; Congregate housing staff). The developers specify that this simulation is appropriate for paraprofessionals, health specialists, students, administrators, educators, and policy makers. The analysts state that it is also suitable for trainers, practitioners and for the primary staff of congregate housing facilities. Some experience working with groups would be helpful for utilizing this material.

CONTEXTS: (Formally organized courses; In-service trainings; Workshops; Short-term trainings).
The analysts state that this resource is suitable for use in formally organized courses, in-service trainings, workshops, and for short-term trainings. A seminar lasting two hours or more or a workshop lasting one or two days are suitable time frames for using this manual.

INTENT

PURPOSE: The developers state that the purpose of this manual is to develop among the participants a sensitivity to the needs of older persons and an understanding of the characteristics of the environment which can contribute to older persons' self-identity and feelings of self-worth while enabling them to maintain their individual life styles.

GOALS & OBJECTIVES: The developers state that the specific objectives of this manual are:

- To involve the participants in an experience that dramatizes the significance of personal belongings in providing an older person continued opportunities for social relationships, privacy and individual expression;
- To provide a forum for the exchange of ideas and for debate in examining the stereotypes of congregate living arrangements for the elderly;
- To provide a forum for the exchange of ideas in examining the needs of the well elderly who face a diminution of energy;
- To provide a forum for the exchange of ideas in examining the differences between "staff" and "elderly residents" in the perception of these needs.

SCOPE

CONTENT SUMMARY: This simulation presents the problems related to bringing personal belongings into a retirement home by prospective elderly residents. The material suggests dividing participants into two groups: one which plays the part of the staff; the other team which plays the part of the elderly resident. What belongings are then essential are discussed and rationalized. Both groups are encouraged to meet together at the end of the exercise to discuss their findings. This manual has complete instructions organizing the exercise.

CONTENTS: Chapter One: Objectives (1 page)

Chapter Two: The simulation (1 page)
Chapter Three: Testing of the simulation (2 pages)
Chapter Four: Leader's information sheet (2 pages)
Chapter Five: Leader's guide for conducting Brookside Manor simulation (4 pages)
Chapter Six: Instruction sheet (Resident exercise) (3 pages)
Chapter Seven: Instruction sheet (Staff exercise) (3 pages)
References (1 page)

CONTENT ANALYSIS: The analysts believe that the contents are presented logically and effectively. The simulation, which is designed to stimulate discussion, is useful for facilitating the achievement of the stated goals. The game and the discussion questions deal with the issue of social psychological aspects of the residents' environment in enough depth to sensitize the staff to the ways in which these aspects meet the needs of the elderly. Although time is a limitation, and there is no participation of the elderly themselves, the approach provides an opportunity to exchange ideas and develop sensitivity to the needs of the elderly in congregate housing facilities.

METHODOLOGY: (Seminars; Discussion groups; Experiential instruction).
The contents are presented through use of programmed instruction and simulation. Included in the text are sample instruction handouts for participants, discussion questions, instructions for resident exercises, instructions for staff exercises, a leader's guide and information sheet. The analysts specify that this manual is suitable as a resource for seminars, discussion groups, and for experiential instruction. Additional materials such as a blackboard, chalk, notecards, note paper, and pens are useful when using these exercises.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource provides a useful exercise for sensitizing participants to the needs of the elderly in congregate housing facilities. With the guiding instruction of the discussion leader, this approach facilitates participation and the exchange of ideas making this resource effective for its intended purpose. □

HANDBOOK FOR GERONTOLOGY ADMINISTRATORS

IDENTIFYING INFORMATION

AUTHORS: Jerry H. Borup
Margie A. Borup

AVAILABILITY & COST: Weber State College
Sociology Department
3750 Harrison Blvd.
Ogden, Utah 84408
Cost: not specified

PUBLICATION DATE: 1975

MEDIUM: Print (handbook) 256 pp.

SUBJECT AREAS: Administration; General aspects of aging

PROGRAM FUNDING: This handbook was the outgrowth of a project funded through a grant from the Administration on Aging.

PROGRAM DEVELOPMENT: This handbook was developed from a series of training workshops entitled "Training for Administrative Personnel for the Elderly," sponsored jointly by the Rocky Mountain Gerontology Center, the Utah Division of Aging, and the Weber State College Gerontology Training Program.

APPLICATION

INTENDED USERS: (Administrators; Students; Trainers; Practitioners; Older adults, Service-providers; Laymen). The developers specify that this text is intended for lay gerontology administrators. The analysts state that this handbook is also suitable for students, trainers, administrators, practitioners, older adults, and service-providers. Topics which deal with organizational relations for the elderly are also appropriate for the lay user. A basic understanding of the service delivery system as well as a familiarity with contemporary social science concepts is helpful when using this resource. Students using this handbook should be at least upper level undergraduates in college to fully utilize the material contained in it.

CONTEXTS: (In-service trainings; Formally organized courses; Conferences; Workshops; Individualized settings). The analysts specify that this material is suitable for use in in-service trainings, formally organized courses, workshops, and in individuzlized settings. Classes lasting thirty hours; four or five day workshops or conferences; or self-paced instruction are suitable time frames for presentation of this text.

INTENT

PURPOSE: The developers specify that the purpose of this handbook is to present conference material in book form that can be used as a reference for gerontology administrators.

GOALS & OBJECTIVES: The developers specify that the specific objectives of this resource are:

- To provide lay administrators in gerontology programs with assistance in administrative skills;
- To develop skills which will enable the user to carry out assignments and responsibilities in gerontology programs.

SCOPE

CONTENT SUMMARY: This handbook, which is an outgrowth of a series of workshops, provides an overview of the aged, including demographic characteristics of the elderly, processes involved in working with the elderly, and coping in a changing society. The text also discusses institutional involvement in aging problems, leadership skills, public relations, and political action when working in an administrative position in gerontology programs.

CONTENTS:

Chapter One: Characteristics of the greater years
Topic One: The aged: Who, where, how well
R.B. Weg (10 pages)
Topic Two: Aging of the population and its implications in Utah: 1900-2000
Y. Kim (18 pages)

Chapter Two: Understanding the aged
Topic One: Myths of aging
M. White (11 pages)

Topic Two: Significance of self-concepts among the aged
C.C. Moore and M. Borup (13 pages)
Topic Three: Factors affecting the participation of the aged minority group members in community programs for senior citizens
D.T. Gallego (12 pages)
Topic Four: Socialization in aging: Discussions, methods, and examples
W.R. Van Orman (6 pages)
Topic Five: Aging: Its causes and problems
V. Kupfer (8 pages)

Chapter Three: Adjustment-coping with a changing society
Topic One: Positive mental health and the senior citizen
W.B. Haslam (7 pages)
Topic Two: Coping with death fear
M.R. Leming (9 pages)
Topic Three: Suicide among the elderly
P.L. Martin (9 pages)
Topic Four: The dilemma of retirement
G. Marsh (6 pages)

Chapter Four: Institutional involvement in aging programs
Topic One: Role of Rocky Mountain Gerontology Center
M. White (5 pages)
Topic Two: The role of the State Agency on Aging
I.C. Moore (6 pages)
Topic Three: The purpose and need for an information and referral system and how to develop one
L. Povey (8 pages)

Chapter Five: Leadership
Topic One: Some what's and why's of leadership
W.B. Haslam (10 pages)

Topic Two: Making an organization viable and visible
O. Randall (5 pages)
Topic Three: Objectives that are measurable
J.T. Storey (4 pages)
Topic Four: Techniques of involving and working with volunteers
O. Randall (6 pages)
Topic Five: Effective use of advisory councils
M.D. Hansen (5 pages)
Topic Six: Steps for involving older persons in volunteer organizations
O. Randall (2 pages)

Chapter Six: Public relations
Topic One: Service organizations and public relations
A.W. Blue (6 pages)
Topic Two: Getting coverage on television isn't as tough as you may think
H.A. Schendork (3 pages)
Topic Three: Effective communication: Key to success
J.E. Foster (7 pages)

Chapter Seven: Political action
Topic One: Making government work for the aged
R.O. Julander (5 pages)
Topic Two: Power implications for community action for the elderly
R.H. Clark (8 pages)
Topic Three: Education for aging
M.H. Ghatala (6 pages)
Topic Four: Transportation for the aged
O. Randall (2 pages)
Topic Five: Aging: The new leisurites
M.H. Ghatala (7 pages)
Topic Six: Old people of the future: Projecting new patterns and occupational implications
W.R. Van Orman (7 pages)

Chapter Eight: Leadership skills
Topic One: Grantsmanship
P.T. Larsen (1[illegible] pages)
Topic Two: Effective parliamentary procedures
L.H. Monson (10 pages)
Topic Three: Let's type a mailable letter
E.A. Jarrett (10 pages)

CONTENT ANALYSIS: The analysts believe that this material is presented logically and effectively. Although there is some variation of depth of coverage between chapters, most topics provide a good overview of the subject presented. The articles hold the reader's interest, but might be more beneficial if better organized with additional topics about administration. Several of the chapters are somewhat limited geographically and others will need periodic updating; however, relevant and useful information is provided.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction; Experiential instruction). This material is presented via textual information and case studies. Included in the text are stated goals and objectives, summaries, bibliographies, graphs, and photographs. The analysts specify that this material is suitable as a resource for lectures, seminars, discussion groups, individualized or experiential instruction. Supplemental resources as well as the instructor's experience should compliment this basic resource.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource provides informative articles which are appropriate for training gerontological administrative personnel. Although the quality of the material varies, topical coverage is very selective and comprehensive. This handbook serves as a useful textual resource for training administrators of social programs. When accompanied by supplemental material it may have wider application. ▫

THE NEW OLDER CITIZEN'S GUIDE: Advocacy and Action

IDENTIFYING INFORMATION

AUTHOR: Donna McDowell

AVAILIBILITY & COST: Publications Division
Department of Public Welfare
Bureau of Public Education
P.O. Box 2675
Harrisburg, Pennsylvania 17120

PUBLICATION DATE: 1977

MEDIUM: Print (training guide) 48 pp.

SUBJECT AREAS: Legal topics/advocacy

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This guide was prepared by the Pennsylvania State Advisory Committee on Aging's Task Force on Advocacy and Participation. It was published in cooperation with the Pennsylvania Association for Older Persons and the Pennsylvania Department of Public Welfare.

APPLICATION

INTENDED USERS: (Older adults; Professional or lay leaders of advocacy groups; Students; University and community college educators; Area Agency on Aging staff). The developer states that this manual is intended to serve as a guide for professional workers, for lay persons, and for older citizens who are interested in developing the potential of older citizens to advocate for their rights and entitlements. Analysts infer that Area Agency on Aging staff, curriculum developers in University and community college programs, and social work students are appropriate users. Instructors using this guide may benefit from previous organizational experience in civic, church or union activities. Students using this handbook would need high school level reading skills.

CONTEXTS: (Workshops; Individualized settings).

The analysts state that this guide can be used for individualized self-paced instruction and it can also be effectively utilized in structured workshops. The time frame best suited to the workshop will depend on the type of organization the group hopes to establish.

INTENT

PURPOSE: The author states that the purpose of this manual is to furnish a guide for professional and lay persons interested in developing the potential of groups and individuals to advocate for their rights and entitlements.

GOALS & OBJECTIVES: The stated objectives of this manual are:

- To focus on methods and approaches which encourage older persons to work in their own behalf;
- To provide a useful reference for all groups and/or individuals seeking to serve their communities;
- To briefly describe an enlarged scope of purposes, strategies and actions which may be taken on behalf of the elderly.

SCOPE

CONTENT SUMMARY: This forty-eight page guide defines advocacy, and demonstrates how to organize the advocacy process, identify issues, develop a campaign to solve a problem, and develop alternative advocacy strategies.

CONTENTS:

Introduction (1 page)

Chapter One: What is advocacy all about?
Topic One: Needs and problems of the elderly (1 page)
Topic Two: Aims of advocacy (1 page)

Chapter Two: Who are the advocates?
Topic One: Professionals (1 page)
Topic Two: Advisors (1 page)
Topic Three: Advocacy through self-help action (1 page)

Chapter Three: Organizing for advocacy: A process
Topic One: Beginning at the grassroots (2 pages)
Topic Two: Community or area coalitions (1 page)
Topic Three: State and national organizations (1 page)

Chapter Four: Establishing a formal organization
Topic One: General guidelines (1 page)
Topic Two: Legal status (1 page)
Topic Three: Fund-raising (4 pages)

Chapter Five: Recipe for good meetings
Topic One: Before (1 page)
Topic Two: During (1 page)
Topic Three: After (1 page)

Chapter Six: Issue Campaign
Topic One: Setting objectives (1 page)
Topic Two: Developing a strategy (1 page)
Topic Three: Target (1 page)
Topic Four: Tactics (2 pages)
Topic Five: Evaluation (1 page)

Chapter Seven: Alternative routes for advocates
Topic One: Advocacy and the law (2 pages)
Topic Two: Public hearings (1 page)
Topic Three: Public education (1 page)

Chapter Eight: A special job: Nursing home advocacy (3 pages)

Chapter Nine: Staying in the public eye: Public relations and publicity
Topic One: Avenues of exposure (1 page)
Topic Two: Basic equipment (1 page)
Topic Three: Publicity checklist (3 pages)

Chapter Ten: Conclusion: Some unanswered questions (2 pages)

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CONTENT ANALYSIS: The analysts believe that the content of this guide is presented logically, effectively and accurately. It includes step-by-step instructions for advocacy groups, beginning with the background and basics and following through the organizational process in a manner flexible enough to incorporate the ideas of individual groups. While broad in scope, this guide effectively covers the key questions for advocacy groups of rivalry and the ethical questions relating to limited resources. This resource is comprehensive, yet the depth is at an appropriate level to maintain the interest and understanding of both professional and lay readers. Some of the tactics described, such as picketing, may not be applicable or acceptable to all advocacy groups. Some of the issues covered, such as compulsory retirement, have been altered by current legislation. Also, some communities may have viable existing organizations able to carry out the thrust of advocacy concerns without organizing separate groups. None of these possible limitations, however, detract from the excellent consciousness-raising effects of this guide on older persons. The manual succeeds in presenting a positive advocacy focus which never distorts the objectivity of the user's interpretation.

METHODOLOGY: (Seminars; Discussion groups; Individualized instruction).
The author uses textual information, programmed instruction and the inquiry method to present content. Stated objectives, practice questions, pictures, and samples are provided for additional, very effective, learning aides. The analysts feel that this resource can be best utilized for individualized instruction, workshops, or seminar discussion involving advocacy group leaders. The programmed instruction style along with the printing of captions and principles in large print make this an excellent resource for transmitting information. The material is well organized into ten chronological chapters detailing procedure and offering useful examples for new groups of each step along the way. Additional information resources, experienced professional guest speakers, or the personal advocacy experiences of group members might further enhance use of this guide.

CRITIQUE

ANALYSTS' COMMENTS: This bright-covered, appealing guide

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is a stimulating, useful practice oriented resource for advocacy groups. The content is comprehensive, understandable and visually interesting with an excellent use of examples. Setting off key textual quotations in the center of each page is a particularly effective teaching technique. The guidelines provided are flexible enough to meet the needs of groups of varying size and sophistication. This resource is well suited to urban, rural or suburban community groups. ▫

REACHING OUT TO THE HARD-TO-REACH OLDER PERSON

IDENTIFYING INFORMATION

AUTHOR: F. Estelle Booth

AVAILABILTIY & COST: San Francisco Senior Center
890 Beach Street
San Francisco, California 94109
Cost: $1.00

PUBLICATION DATE: 1969 (2nd edition)

MEDIUM: Print (manual) 40 pp.

SUBJECT AREAS: Programs/centers

PROGRAM FUNDING: The first edition of this manual was funded by the California State Department of Mental Hygiene and the second edition by the San Francisco Senior Center.

PROGRAM DEVELOPMENT: This manual was developed from the findings of the Hard-to-Reach Project of the San Francisco Senior Center.

APPLICATION

INTENDED USERS: (Senior center practitioners; Students; Trainers; Administrators; Educators; Older adults; Outreach workers). Potential audiences are not stated by the developers. The analysts specify that this resource is suitable for practitioners in senior care centers, students in preparation for an internship, trainers, administrators, university and community college educators, older adults acting as volunteer outreach workers, and any group which desires to get organized within a community in a total effort to work with the elderly. As this is a basic guide, no special training or knowledge on how the elderly tend to function is required. Prerequisite experience in a senior center would be helpful to effectively utilize this manual.

CONTEXTS: (In-service trainings; Workshops; Formally organized courses).
The analysts specify that this manual be used in in-service trainings, workshops and in formally organized courses. All analysts agree that a self-paced time frame is most appropriate for applications of this manual since it is a do-it-yourself guide for development or expansion of organizations. A one hour class focusing on the development and maintenance of senior centers would enhance the presentation.

INTENT

PURPOSE: The developers state that the purpose of this manual is to share the specific goals of their project which include finding isolated older persons that are withdrawn from society, and to devise methods of involving and sustaining meaningful group activities for these isolated older people.

GOALS & OBJECTIVES: The developers state that the specific objectives of this manual are:

- To share information on the hard to reach elderly with the leaders of older adult groups (in churches; recreation departments; departments of public social services; homes for aged; associations of retired persons; senior clubs; and senior centers);
- To provide instruction on how to motivate the isolated person to join groups;
- To offer suggestions on how to find the isolated elderly;
- To instruct in methods to help the person to remain at home and deal with arising problems.

SCOPE

CONTENT SUMMARY: This forty page manual is written in an orderly manner utilizing case histories. It then suggests methods that are to be used in locating the isolated elderly, motivating their participation, building a supportive environment, and in developing programs to assist the isolated elderly at their homes.

CONTENTS:

Foreword	(8 pages)
Part One:	Why try to reach the hard-to-reach (2 pages)
Part Two:	Who is the difficult to serve older person (3 pages)

Part Three:	The attitudes and skills of the worker (3 pages)
Part Four:	Finding the isolated person (4 pages)
Part Five:	Motivating lonely older men and women to join a group (8 pages)
Part Six:	Building a supportive environment in the group (13 pages)
Summary	(1 page)
Conclusion	(2 pages)
Epilogue	(4 pages)

CONTENT ANALYSIS: The analysts agree that the contents are presented effectively and logically. The material explores fully, in a step-by-step manner, how to help the isolated elderly, while answering relevant questions which deal with this issue. This book is readable, logical, has large bold print, and contains well-categorized material. This style of writing enhances the practical contents while covering other relevant possibilities in depth. The presentation may be further enhanced if Part One and Part Two were interchanged in order to stress the "who" first then the "why." This manual, which uses San Francisco as an example, is an excellent resource on the hard to reach elderly.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).

The content is presented via textual information, case studies, the inquiry method, and programmed instruction. Included in the text are stated goals and objectives, reviews, practice questions, and recommended follow-up activities. The analysts specify that this material be used in seminars; as an individualized study reference; as a content base to support use of the inquiry method; in conjunction with a visit to a senior center; in a class setting; or as student intern preparation material.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource is excellent and useable for individuals involved in helping the isolated elderly. This material presents both the center's accomplishments and the problem areas. Following the first section, the material is specific and methodic and is suitable for use as a handbook for new center directors and staff members. This manual is one of the best publications in the area of reaching the isolated elderly and it may be easily adapted to use in a workshop setting. Although this book was first published a decade ago, it is ahead of its time and will be relevant for many years to come. ◻

SOCIAL ACTION FOR SENIOR CENTERS

IDENTIFYING INFORMATION

AUTHOR: Bella Jacobs

AVAILABILITY & COST: The National Council on the Aging, Inc.
1828 L. Street, NW
Washington, D.C. 20036
Cost: $3.50

PUBLICATION DATE: c. 1974

MEDIUM: Print (guide) 56 pp.

SUBJECT AREAS: Advocacy; Senior Centers

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Students; Trainers; University and community college educators; Administrators; Practitioners; Older adults; Volunteers). The developers direct this publication to Senior Center professionals and volunteers. It would be equally valuable to professional or paraprofessional students, trainers, or older adults themselves as a reference on advocacy. Instructors using this resource need to possess educational skills to translate the content into a training tool. Experience with current aging issues, services and programs, community organization techniques, as well as individual and group communication skills are necessary for trainers using this guide. Students will need college-level reading skills and some awareness of human behavior and group dynamics to use this resource effectively.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized settings).
This resource is most appropriate for self-paced reading in individualized settings. It could also be used as a supplementary text in formally organized courses. Workshops or in-service trainings could cover this material in about four half-day sessions. This guide might also be helpful to accompany on-site visits to senior centers.

INTENT

PURPOSE: The developer's purpose is to assist professionals and volunteers to understand the processes of social actions and advocacy as they relate to Senior Center participants.

GOALS & OBJECTIVES: The developer's objectives are:
- To analyze the positive achievements of social action and the legitimate social action concerns of Senior Center directors;
- To present mechanisms to facilitate the social action advocacy process at the community and state level;
- To point out constraints within which social action operates and suggest alternative strategies;
- To provide a useful tool to guide social action processes among members of Senior Centers or other senior groups.

SCOPE

CONTENT SUMMARY: The developers describe the changing roles of Senior Center staff and participants in the social action process. The text initially examines mechanisms to involve and motivate senior citizens to collectively act on issues affecting their daily lives. The guide also includes a discussion of the by-products of successful advocacy: increased self confidence, better services, attitudinal changes and involvement.

CONTENTS:
Chapter One: The processes for change
Unit One: Changing directions (2 pages)
Unit Two: The social action process
A. Monro (4 pages)
Unit Three: Staging the issues for social action
Golden Age Center of Cleveland
(5 pages)

Chapter Two: Mechanisms for social action
Unit One: An overview of the instruments of change in the community
M. Schreiber (3 pages)
Unit Two: Strengthening advocacy at the state level
J. Leff (4 pages)

Chapter Three: Strategies for social action
Unit One: Working with the aged for social action
D. Carroll (4 pages)
Unit Two: An action-oriented umbrella agency
R.D. Wynne (4 pages)
Unit Three: The Waxter Center for Senior Citizens
L.M. Woolf and J.T. Sunderland (4 pages)
Unit Four: Action by the aged for social change in housing and health services
E. Shapiro (5 pages)
Unit Five: Senior Action Coalition: Power in the processes
E.M. Allardice (1 page)

Appendices:
- Do-it-yourself social action handbook for Senior Centers (8 pages)
- Revenue sharing: A guide for Centers (1 page)
- Social action vignettes (4 pages)
- Free or low-cost publications (1 page)

CONTENT ANALYSIS: The content is presented logically and effectively, beginning with the processes and mechanisms for change and then covering the means to implement change. The scope of the articles covers the necessary areas of concern to meet the publication's purpose. The resource has sufficient depth to provide a good background to guide social action. The developers deal with general social action concerns rather than the ideosyncracies of individual communities. For this reason, the material on the State level is most appropriate to those states at a low level of sophistication. Including more current examples of successful social action programs might make the resource more relevant. Some readers may find the limited material on generating financial resources and the relationship between state and community level efforts a hindrance. However, the content is accurate, objective, and complete for its time.

METHODOLOGY: (Lectures; Seminars; Individualized instruction). The developers use textual information, case studies, programmed instruction, and the inquiry method to present content. Stated goals, bibliographies, recommended follow-up activities, pictures, tables, and listed information resources provide additional learning aides. These learning aides are most appropriate for individualized instruction, but can be adapted to more formal lectures, seminars or in-service presentation. The resource is more of a straightforward informational text than an educational design resource. The varied, concisely described examples of alternative approaches to social action enhance the content but it could be enhanced further with more current examples of state level processes. Much of the "meat" of social action is described in the appendices; it could be related more completely to the basic text material. This text could be effectively combined with role plays, community organization guest speakers, and more experiential learning situations to create a more complete educational design.

CRITIQUE

ANALYSTS' COMMENTS: This resource is an excellent motivator and basic introduction for citizen and professional involvement in social action and advocacy for older Americans. Users will find the articles on the social action activities of various Senior Center coalitions interesting and stimulating. This resource could be enhanced by relating social action strategies more specifically to the current national aging network. The developers succeed in presenting advocacy and the mobilization of senior citizens acting in their own behalf as an exciting cooperative venture for staff and participants of Senior Centers. ▫

Training Manuals

PREPARATION FOR RETIREMENT*

IDENTIFYING INFORMATION

AUTHOR: Woodrow W. Hunter

AVAILABILITY & COST: Institute of Gerontology
University of Michigan
520 E. Liberty Street
Ann Arbor, Michigan 48109
Cost: $3.25

PUBLICATION DATE: 1976 (third edition)

MEDIUM: Print (self-teaching guide) 108 pp.

SUBJECT AREAS: Pre-retirement planning

PROGRAM FUNDING: Development of this guide was supported in part by the Cooperative Research Branch of the Office of Education, United States DHEW.

SUPPLEMENTS: The pre-retirement training program with which this book can be used includes a series of films, still pictures, and an instructor's manual. Currently, three (1979) supplementary resources by the same author, *Pre-retirement Education Leader's Manual, Pre-retirement Education Syllabus* and *Education for Retirement: A Bibliography* are available from the publisher.

APPLICATION

INTENDED USERS: (Trainers; Older adults; Adult children with aging parents).

The developer states that this resource is intended for trainers and group facilitators of older adult pre-retirement groups as well as the group participants. The analysts specify that this resource may also be used by any adult approaching retirement or adult children concerned about their parents' retirement. Trainers and facilitators using this resource in pre-retirement groups will need some previous knowledge of retirement issues, group dynamics and leadership skills. Older adults participating in these groups will find reading skills and previous experience with group discussion helpful. Groups which are homogeneous in background, financial status, interests and concerns can best utilize this guide.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized settings).

The developer suggests using this resource for in-service trainings and workshops. The analysts specify that this resource is also applicable to formally organized courses and individualized settings, such as work sites. The developer suggests a series of ten weekly group discussion meetings of two to three hour duration with participants assigned individual reading and preparation for each meeting.

INTENT

PURPOSE: The purpose of this resource is to provide a guide for discussion leaders in a "Preparation for Retirement" program, and provide material for older adults preparing for retirement.

GOALS & OBJECTIVES: The specific objectives of this resource are to help older persons in a discussion group:

- To understand aging and the retirement process;
- To become aware of the situations which are most likely to arise;
- To make decisions about the best way to handle retirement situations;
- To take steps ahead of time to prevent retirement problems from arising in the first place.

SCOPE

CONTENT SUMMARY: This guide covers nine primary retirement issues in a format designed to raise questions and to help the user address these questions in making individual concrete plans. It offers planning charts and ten brief case histories of older persons planning for and experiencing retirement.

CONTENTS:

Preface	(2 pages)	
	W. Donahue	
Introduction	(2 pages)	

W.W. Hunter

Part One:	Retirement themes
Topic One:	Orientation to a discussion group (5 pages)
Topic Two:	Work and retirement (4 pages)
Topic Three:	Good health in retirement (8 pages)
Topic Four:	Mental health in retirement (4 pages)
Topic Five:	Financial planning for retirement years (7 pages)
Topic Six:	Earning some money in retirement (8 years)
Topic Seven:	Activity for the retirement years (7 pages)
Topic Eight:	Family and friends in the later years (7 pages)
Topic Nine:	Where to live after retirement (10 pages)
Topic Ten:	Legal affairs of the older person (7 pages)
Topic Eleven:	A retirement readiness checklist (6 pages)
Part Two:	Short stories
Topic One:	Introduction to the short stories (2 pages)
Topic Two:	The fourth event (3 pages)
Topic Three:	It's not easy to sleep late (3 pages)
Topic Four:	A cowboy suit for Tad (3 pages)
Topic Five:	One nice sunny morning (3 pages)
Topic Six:	To be proud, to be old (2 pages)
Topic Seven:	Time: Friend or foe (3 pages)
Topic Eight:	Old man Minich knows, or does he (3 pages)
Topic Nine:	The experiment in loneliness (3 pages)
Topic Ten:	Goodbye, Green Knolls (3 pages)
Topic Eleven:	It happened to Carl Burns (2 pages)

CONTENT ANALYSIS: The content of this guide is communicated logically and effectively in a clear, "how-to" format. The scope of the content provides the introductory dimensions of typical retirement situations, and a frame of reference for thinking these dimensions through on an individual basis. The depth of material presented is at an appropriate level assuming the group leader and participants bring out their own individual resources, and that they use the suggested supplementary readings and films. The content seems to emphasize concerns of persons with a modest retirement income, no major disabilities, and no need for special services. While the information presented is accurate and objective, it could include additional information on early financial planning options, coping techniques for chronic illness, the role of adult children with retiring parents and updated references. Some users may find limitations with the focus on retirement as the major crisis of aging, and the focus on the "homemaker" role as a major role for women.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).
The contents are presented by use of textual information, case studies, programmed instruction and the inquiry method. Included in this guide are stated objectives, practice questions, bibliographies, recommended follow-up activities, tables, and checklists. The analysts specify that this guide will be most effectively utilized in pre-retirement seminars or discussion groups. It can also be used as a lecture resource or for individualized instruction. The learning aides provided may be enhanced by including the suggested films, pictures, readings and the instructor's manual if used as a part of a pre-retirement training program. The developer's concrete and varied approach could be further enhanced by using the provided case studies for role plays, discussion or to stimulate the participants to write their own experiences.

MEANS OF EVALUATION: The developer includes self evaluation checklists which provide Retirement Readiness scores. The users with high Readiness scores will meet the objective of being "prepared" for retirement. These users will have completed recommended preliminary steps, and they will be expected to have realistic expectations for retirement.

CRITIQUE

ANALYSTS' COMMENTS: This pre-retirement planning guide provides excellent concrete sugges-

tions and approaches for individuals to utilize within a group discussion format. This guide is somewhat general and conceptually traditional. It is most appropriate for the middle class, urban, married, healthy older adult seeking traditional retirement alternatives. Some users may find the step-by-step format too mechanical and lacking in individuation. However, the developer does provide an excellent resource to stimulate group discussion. This type of discussion is considered an essential part of the group retirement planning process. ▫

PRE-RETIREMENT PLANNING: Insurance for a Better Retirement

IDENTIFYING INFORMATION

AUTHORS: David L. Blackwell
John Fulwiler
George J. McKenna

AVAILABILITY & COST: Dr. David Blackwell, Director
Project on Aging
Louisiana State University
School of Social Welfare
Baton Rouge, Louisiana 70803
Cost: not specified

PUBLICATION DATE: 1977 (second printing)

MEDIUM: Print (training manual) 165 pp.

SUBJECT AREAS: Employment/Retirement

PROGRAM FUNDING: Model Project money received from the Administration on Aging through the Louisiana State Bureau of Aging Services made it possible to research the topics presented in this book.

APPLICATION

INTENDED USERS: (Trainers; University and community college educators; Administrators; Practitioners; Older adults). The developers state that this resource is intended for administrators, employers and their employees approaching retirement. The analysts specify that this resource is also appropriate for trainers, educators, and practitioners preparing or working with older adults around retirement issues. Trainers and educators using this resource will need previous knowledge of retirement literature and teaching skills. The lay person using this resource will need basic reading skills.

CONTEXTS: (Formally organized courses; Workshops).
The developers state that this resource will be best utilized in pre-retirement workshops. The analysts specify that this resource is also appropriate for formally organized courses designed to prepare workshop facilitators. The most appropriate

time frame for the workshops might be single hour presentations with frequent breaks and discussion sessions. The workshop could also be concentrated into five full days.

INTENT

PURPOSE: The purpose of this resource is to provide information and to explore the complexities of retirement issues and their ramifications.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To foster a more positive attitude toward retirement;
- To initiate a more determined effort by employers and employees to adequately plan for retirement;
- To familiarize pre-retirees with sources of income in retirement to enhance economic security;
- To acquaint pre-retirees with available retirement benefits, activities, agencies and resources;
- To prepare pre-retirees for adjustment to the new life style of retirement;
- To familiarize pre-retirees with the legal aspects of retirement.

SCOPE

CONTENT SUMMARY: This resource is a training manual as well as a monograph describing how social, psychological, political and economic changes impact retirees. Guidelines and resources for preparing and running pre-retirement workshops are presented.

CONTENTS: Introduction (3 pages)

Section One: The necessity for pre-retirement planning
Topic One: Objectives for LSU Pre-Retirement Planning Workshops (1 page)
Topic Two: The "problem" of growing old (3 pages)
Topic Three: Socio-psychological problems of the elderly (15 pages)

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Topic Four: An overview of retirement (7 pages)
Topic Five: Why plan for retirement (3 pages)
Topic Six: Pre-retirement planning and retirement (10 pages)
Topic Seven: Implications for the future (3 pages)
Topic Eight: Physiological changes in aging (4 pages)
Topic Nine: Emotional resources (2 pages)
Topic Ten: Aging and mental health (14 pages)
Topic Eleven: Health (2 pages)
Topic Twelve: Mental health (1 page)
Topic Thirteen: Five adaptive tasks for the aged (2 pages)
Topic Fourteen: Alcoholism and retirees (2 pages)
Topic Fifteen: Social relationships among the aged (2 pages)
Topic Sixteen: Remarriage of the elderly (2 pages)
Topic Seventeen: The older person and the family (2 pages)
Topic Eighteen: Residence considerations (3 pages)
Topic Nineteen: Suggestions for leisure time activity (2 pages)
Topic Twenty: Finances (5 pages)
Topic Twenty-one: Tips for saving money on food, housing, and medical care (1 page)
Topic Twenty-two: Pre-retirement planning: A case for the black worker (7 pages)

Section Two: Pre-retirement workshops
Topic One: Survey letter (2 pages)
Topic Two: Letter for invitation to pre-retirement planning workshop (1 page)
Topic Three: Preparation for workshops (3 pages)
Topic Four: Points to consider in first session of pre-retirement workshop (1 page)
Topic Five: Welcoming speech to pre-retirement workshop (1 page)
Topic Six: Suggested workshop schedule – first day (2 pages)
Topic Seven: Suggested workshop schedule –

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second day (1 page)
Topic Eight: Suggested workshop schedule – third day (1 page)
Topic Nine: Ice-breaker dialogue (3 pages)
Topic Ten: Personal project ideas for pre-retirees (2 pages)
Topic Eleven: Modified pre-retirement Ideal-Self Attitude Scale (4 pages)
Topic Twelve: Pre-retirement information test (6 pages)
Topic Thirteen: Workshop evaluation form (4 pages)
Topic Fourteen: Expenses now and in retirement (3 pages)
Topic Fifteen: Your health inventory (1 page)

Section Three: Appendix
Appendix One: Pre-retirement training film and film strips (8 pages)
Appendix Two: Organizations of interest to retirees (3 pages)
Appendix Three: Bibliography on retirement (4 pages)
Appendix Four: Bibliography on the black aged (11 pages)
Appendix Five: Pre-retirement questionnaire letter of introduction (1 page)
Appendix Six: Pre-retirement questionnaire (4 pages)
Appendix Seven: Brief summary of data from questionnaires (6 pages)
Appendix Eight: Pre-retirement workshop agenda (1 page)
Appendix Nine: Additional acknowledgments (1 page)

CONTENT ANALYSIS: The developers present the content effectively, but there is no necessary logical order inherent in the material. The scope of material is sufficient though some users may have different priorities for deciding which topics should be included in pre-retirement planning models. The depth of material is simple, and doesn't seem to build on the materials of previous similar model projects. For example, there is little content presented which would alter or challenge users' existing attitudes, and there are no follow-up activities or exercises suggested by the workshop leader. The material presented is accurate and objective, but perhaps too disjointed to be used by less experienced workshop leaders. The content might be enhanced by including information on emotional adjustment to retirement, male/female differences in reaction to retirement, and research data to support the developers' opinions.

METHODOLOGY: (Lectures; Seminars).
The contents are presented via textual information. Included in the text are stated objectives, bibliographies, visuals, and a suggested workshop format. The analysts specify that this material be used as a resource for lectures or seminars. The developers' approach to presenting material may be more appropriate for a textbook than a training manual, in that the content lacks a variety of action-oriented educational techniques.

CRITIQUE

ANALYSTS' COMMENTS: This book contains information on aging and pre-retirement planning. Certain information on aging is repeated throughout the text though it often appears unrelated to the process of retirement or recent research findings in this field. Since the suggested techniques for workshop leaders fail to examine attitudes toward retirement, they may unintentionally alienate some members of a pre-retirement group. For these reasons, this book may be most useful as a lecture supplement.

GRAY AND GROWING: Program Packages for the Older Adult

IDENTIFYING INFORMATION

AUTHORS: Kathy Coster
Barbara Webb

AVAILABILITY & COST: Baltimore County Public Library
Administrative Office
320 York Road
Towson, Maryland 21204
Cost: $5.00

PUBLICATION DATE: 1978

MEDIUM: Print (training manual) 113 pp.

SUBJECT AREAS: Advocacy; Crime prevention; Physical fitness/ Leisure; Biological aspects of aging

PROGRAM FUNDING: Funding for the manual and its component program packages was obtained from a Library Services and Construction Grant through the Maryland State Department of Education, Division of Library Development and Services.

PROGRAM DEVELOPMENT: The manual is part of a program package that includes films and slides which are used in conjunction with this resource.

APPLICATION

INTENDED USERS: (Library staffs; Activity directors; Service organization representatives; Trainers; Practitioners; Older adults). The developers specify that this resource is designed for use by library staffs, activity directors, and service organization representatives who work with the aged. The analysts also recommend its use by trainers, practitioners, and older adults. A background in providing programs for older adults as well as experience with audio-visual equipment would be helpful in utilizing this material.

CONTEXTS: (Formally organized courses; Senior centers). The developers state that this training manual is designed for use with groups composed primarily of citizens age sixty and older. The analysts recommend its use in formally organized courses, senior centers, and congregate sites for seniors. A single one hour session per package is the most suitable time frame for this manual of fifteen training packages.

INTENT

PURPOSE: The developers specify that the purpose of this resource is to provide a way to meet the information and recreation needs of older adults.

GOALS & OBJECTIVES: The specific objectives of this manual are:

- To outline ways to make effective use of the accompanying materials;
- To provide discussion and follow-up guidelines;
- To provide instructions for using the audio-visual equipment.

SCOPE

CONTENT SUMMARY: This material contains fifteen individual program packages for presentation to groups of older adults. The introductory section provides an overview of these packages which include a content summary, outline for use, discussion guidelines, and a list of selected resources. The developers have also included step by step instructions for operating the necessary audio-visual equipment which is used in conjunction with the manual. The sources for the films and slide shows included in the packages are listed.

CONTENTS:

Chapter One: Introduction (1 page)

Chapter Two: How to obtain the program packages and equipment (1 page)

Chapter Three: How to use the packages (4 pages)

Chapter Four: Program package guidelines
Topic One: Crime prevention (7 pages)
Topic Two: Healthy body, healthy mind (5 pages)

Topic Three: Active people over 60 (7 pages)
Topic Four: Gray consciousness (6 pages)
Topic Five: Journey's end (6 pages)
Topic Six: Help yourself to better health (9 pages)
Topic Seven: Aging: We all do it (7 pages)
Topic Eight: Remembering county fairs (3 pages)
Topic Nine: Remembering 1924 (3 pages)
Topic Ten: Remembering train rides (3 pages)
Topic Eleven: Remembering school days (3 pages)
Topic Twelve: Baltimore: A perfect lady (8 pages)
Topic Thirteen: Art: Character and craft (6 pages)
Topic Fourteen: The plain people (5 pages)
Topic Fifteen: Crafts: Imprint through the ages (6 pages)

Chapter Five: Equipment guide (12 pages)

Chapter Six: Just a little extra (5 pages)

Chapter Seven: Film distributors (4 pages)

Chapter Eight: Directions to branches of the Baltimore County Public Library (2 pages)

CONTENT ANALYSIS: The analysts agree that contents are presented logically and effectively. Although the audio-visual packages are only available at no charge to senior groups in Baltimore County, Maryland, a wide variety of topics are covered which are beneficial for elders. The recreational packages are excellent and well-chosen; the informational packages may be strengthened by including a more detailed discussion of the topic. Overall, the material is well-written, useful and provides a useful model for others to use in development of a similar type program for their own area.

METHODOLOGY: (Lectures; Seminars; Discussion groups). The contents are presented by use of textual information. Included in the text are reviews and summaries, practice questions, bibliographies, recommended follow-up activities, and audio-visual resources (films and slides). The analysts specify that this material is suitable as a resource for lectures, seminars, and discussion groups.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this well written resource is useful and excellent for library administrators contemplating programs to meet the informational and recreation needs of older adults. Additional program packages covering topics such as music, community resources, adult education, perspectives on death and dying, retirement, and volunteer services to the community would benefit the user. Although some of the informational packages need more detailed and sensitive material, the overall manual is useable; the recreational packages are well developed. ▫

TEACHING ABOUT AGING

IDENTIFYING INFORMATION

AUTHOR: Francis E. Pratt

AVAILABILITY & COST: Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
SSEC Publication No. 197
Cost: $3.25

PUBLICATION DATE: 1977

MEDIUM: Print (teaching guide) 75 pp.
It may be obtained in microfiche and hard copy from the ERIC Document Reproduction Service, identified as SO 009 716.

SUBJECT AREAS: Elementary and secondary education; Educational gerontology; Psychological and social aspects of aging

PROGRAM FUNDING: This material was prepared pursuant to a contract with the National Institute of Education, DHEW.

PROGRAM DEVELOPMENT: Prior to publication the manuscript was submitted to the National Council for the Social Studies for critical review and determination of professional competence.

APPLICATION

INTENDED USERS: (Teachers; Educators; Students; Trainers; Practitioners; Lay people).

The developers specify that this resource is intended for formal educators, teachers of all levels, and for interested lay people. The analysts state that this text is appropriate for students majoring in education, trainers, university and community college educators, elementary and secondary education teachers, and practitioners. This manual is also appropriate for indirect use by secondary education level students. Some knowledge of gerontology, as well as a teaching ability are helpful when utilizing this material.

CONTEXTS: (Formally organized courses; Workshops; Individualized settings).

The analysts specify that this manual is appropriate for use in formally organized courses, workshops, and as a base for teachers for planning class lessons and activities. The time frame most appropriate for using this material is flexible and can be decided by the user to fit his/her needs.

INTENT

PURPOSE: The developers state that this manual is intended to guide the user at all levels who wish to explore the problems of aging with their students.

GOALS & OBJECTIVES: The specific objectives of this text are:

- To identify for the teacher the need for educating youth about aging;
- To illustrate the treatment of older people in our culture;
- To examine aging from the perspective of the social science disciplines;
- To present ideas for student activities dealing with values and stereotypes;
- To describe how to plan a curriculum for aging.

SCOPE

CONTENT SUMMARY: This booklet is divided into five chapters which include: a presentation of the need for education about aging; an examination of the treatment of older people in our society; a presentation of two case studies of older persons providing insight into the problems and prospects of the elderly; a description of seventeen student activities, dealing with values and stereotypes using simulation and role playing techniques; and an illustration of how to plan a curriculum for aging with a study of the problems of aging, suggestions about goals and objectives, grade placement, and evaluation. This resource also contains a listing of references and an annotated bibliography of resources for teaching and learning.

CONTENTS:
Chapter One: Why teach the young about the old? (6 pages)
Chapter Two: Who are the elderly? (11 pages)
Chapter Three: Aging and the social studies (9 pages)
Chapter Four: Strategies for teaching and learning (16 pages)
Chapter Five: Aging in the curriculum (9 pages)
References (2 pages)
Resources for teaching and learning (16 pages)

CONTENT ANALYSIS: The analysts believe that the contents are communicated both effectively and logically. The activities section of the manual is most adequately done and useful. The references to legislation on the retirement age in America need some updating and additional background information would be useful for teachers. The text, however, is comprehensive, proceeding from background information, to how to teach about aging, to an evaluation of the plan.

METHODOLOGY: (Seminars; Experiential learning). The contents are presented by use of textual information, case studies, role plays, programmed instruction, and the inquiry method. Included in the text are stated goals and objectives, practice questions, bibliographies, recommended follow-up activities, graphs, tables, and a course curriculum. The analysts specify that this manual is appropriate as a resource for seminars and experiential learning. Personal interaction with the elderly will highlight the material.

MEANS OF EVALUATION: Means of evaluation include follow-up discussion questions for students and a pre-test and post-test on aging and the elderly with answer key provided.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this manual presents sound ideas for teaching students about aging as well as presenting an overview of the topic. Because of the booklet's concise incorporation of high school material on aging, it is a useful tool for teachers. There are practical methods of instruction presented, as well as a balance of problems and opportunities among the aged discussed. This resource is easy to read and contains sound ideas and suggestions for student activities and curriculum development. ▫

CURRICULUM MATERIALS ON AGING FOR ELEMENTARY AND SECONDARY SCHOOLS

IDENTIFYING INFORMATION

AUTHORS: Larry G. Bradley
Bernard L. Esporite

AVAILABILITY & COST: University of Akron
302 E. Buchtel Avenue
Akron, Ohio 44325
Cost: not specified

PUBLICATION DATE: No date

MEDIUM: Print (manual) 202 pp.

SUBJECT AREAS: Elementary and secondary education; General aspects of aging

PROGRAM FUNDING: This publication is part of a project funded under Title IV-A-Older American's Act through the Ohio Commission on Aging (Project Number: 34-600-2924).

PROGRAM DEVELOPMENT: Ideas, suggestions, research, and the immediate preparation of learning activities were the result of the work of several graduate students at the University of Akron. The development of the resource was done under the direction of Dr. Bernard L. Esporite, Head of Elementary Education, and Dr. Larry G. Bradley, Head of Secondary Education and Project Director, the University of Akron.

APPLICATION

INTENDED USERS: (Elementary and secondary education teachers; Gerontology students; University and community college educators; Practitioners). The analysts infer that this resource is appropriate for use by elementary and secondary education teachers. This manual is also suitable for use by gerontology students, university and community college educators, and practitioners. General skills and experience in teaching are recommended to effectively utilize this resource.

CONTEXTS: (Formally organized courses; In-service trainings; Workshops; Individualized settings). The analysts specify that this manual is designed for in-service trainings, formally organized courses, workshops, and individualized self-paced study. This material is suitable for presentation in a group setting of between thirty to sixty class hours.

INTENT

PURPOSE: The developers state that the purpose of this manual is to offer samples of what curriculum materials on aging may be used in elementary and secondary education for teachers to adopt, modify, or create their own materials on aging and the aged.

GOALS & OBJECTIVES: The overall goal of this resource is to offer samples of curriculum materials to teach elementary and secondary students about aging and the aged. No specific objectives are stated by the developers in the introduction. However, each unit provides specific learning objectives for students. Objectives from the unit, (The physiology of exercise and the process of aging), serve as an example:

- To let the students become evaluators for their own exercise program in and out of the school surroundings;
- To introduce those students, grades 7-12, to the study of adulthood and gerontology, and to the various physical lifelong exercise values that are associated with a more successful and less painful lifespan;
- To introduce the contradictions of the meaning and importance of lifelong exercise;
- To develop a knowledge of the physiological benefits of a lifelong program, from birth to death;
- To distinguish the contradictions of the past male/female roles related to a lifelong physiological exercise plan;
- To introduce a semi-historical account of the physiological process through the ages and the relationship of sedentary and active exercises to this program.

SCOPE

CONTENT SUMMARY: The content is organized around nine broadly based training units, each dealing with a particular dimension or aspect of aging. Each unit con-

tains an introduction, learning objectives, individual lesson plans, teaching methods, activities, individual projects, evaluation techniques, and selected bibliographies.

CONTENTS:

Part One: A short background on aging in America
J. Myers (14 pages)

Part Two: Characterization of the aged in literature
J. Myers (21 pages)

Part Three: Stereotyping of the elderly in literature, television, and films
J. Patterson (30 pages)

Part Four: How our society looks at aging
R. Rivera (16 pages)

Part Five: A. Focusing on nutrition, housing, and health care
R. Stuecher (4 pages)
B. Retirement
J. Myers (6 pages)

Part Six: A course of study on aging for high school students
P. Randall (22 pages)

Part Seven: Curricular considerations for the elementary schools
J. Jones, R. Schneider, P. Rupert, and G. Blue (22 pages)

Part Eight: Education for aging in the elementary school: An annotated bibliography
E.E. Jacobs (22 pages)

Part Nine: The physiology of exercise and the process of aging
P. Mravetz (38 pages)

CONTENT ANALYSIS: The analysts find that the individual units in the manual are logically sequenced and that a creative approach is offered by each author. However, the manual could use more unification and integration in the subject areas covered. The depth of the subject matter presented is sufficient for the stated goals. The bibliographies will need periodic updating to maintain their relevance.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized and experiential instruction). The contents are presented by use of textual information, case studies, role plays, programmed instruction, field trips, individual projects, and panel discussion. There are stated learning objectives, reference bibliographies, recommended follow-up activities, charts, and tables included in the text. The analysts specify that this resource is appropriate for use in lectures, instructor-centered discussions, discussion groups, individualized and experiential learning situations.

MEANS OF EVALUATION: Means of evaluation include objective tests, questionnaires, checklists, and case studies with questions to measure learning comprehension of students.

CRITIQUE

ANALYSTS' COMMENTS: The analysts belive that this manual is useable and offers a sound approach to teaching elementary and secondary education students about aging. It would be more beneficial to the user if the material was condensed, indexed and integrated. The manual serves as an excellent model and may be adapted for further use in various grade levels. □

ACTIVITIES FOR TEACHING ABOUT AGING: Primary and Intermediate Grades *

IDENTIFYING INFORMATION

AUTHOR: H. Mason Atwood

AVAILABILITY & COST: Ball State University
Teacher Education Program on Aging
Teachers College Annex
Muncie, Indiana 47306
Cost: not specified

PUBLICATION DATE: 1975

MEDIUM: Print (training manual) 91 pp.

SUBJECT AREAS: General aspects of aging; Elementary and secondary education

PROGRAM FUNDING: This document was developed from a project supported in part by Grant No. 94-P-25198/5 from the Administration on Aging, U.S. Department of Health, Education and Welfare.

PROGRAM DEVELOPMENT: This resource was compiled during the Advanced Teacher Education Workshop on Aging, Ball State University, June 10-21, 1974. The list of concepts recommended for attainment by the students and the activities for aging were derived from (1) suggestions from teachers in the first two years of the Teacher Education Program on Aging (1972-73 and 1973-74), and (2) the experiences of the teachers who compiled this material.

APPLICATION

INTENDED USERS: (Elementary school teachers; Trainers; Educators; Students).
The developers specify that this resource is for elementary school teachers. The analysts specify that it is also appropriate for use by student teachers who are in training, trainers, and university instructors. An ability to develop curriculum, lead groups, and incorporate programs into existing ones is helpful for utilizing this material. This text requires some prior knowledge of gerontology.

CONTEXTS: (Formally organized courses; In-service trainings; Workshops; Self-paced settings).
The analysts specify that this material is suitable for use in formally organized elementary school courses, for in-service trainings, workshops, and in self-paced settings. The time frame will vary with the intended use.

INTENT

PURPOSE: The purpose of this resource is to provide teachers with accurate information and concepts about aging persons and the aging process so that they may incorporate their ideas into the elementary school curriculum.

GOALS & OBJECTIVES: The specific objectives of this material are:

- To introduce positive attitudes about aging;
- To present correct information about aging so that misconceptions and misinformation will be changed;
- To present useable activities to teach elementary school students the positive aspects of aging.

SCOPE

CONTENT SUMMARY: This resource provides an overview of activities for integrating material on aging into elementary school curriculum. The text is divided into two major sections; section one dealing with primary grades, and section two dealing with intermediate grades. Each section discusses aging in the language arts, mathematics, social studies, and health fields. The section on primary grades also includes teaching about aging in physical education, music, and art; the intermediate section also deals with teaching about aging in general.

CONTENTS:
Forward (2 pages)
Introduction (1 page)
Chapter One: Concepts for teaching about aging (5 pages)

Chapter Two: Records
Topic One: Log of activities used (1 page)
Topic Two: An information sheet (1 page)

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*Available from SCAN, Rockville, MD (See page vi).

Chapter Three: Activities for teaching about aging – primary grades
- Topic One: Teaching about aging in the language arts (12 pages)
- Topic Two: Teaching about aging in mathematics (7 pages)
- Topic Three: Teaching about aging in social studies (7 pages)
- Topic Four: Teaching about aging in science and health (4 pages)
- Topic Five: Teaching about aging in physical education, music, and art (3 pages)

Chapter Four: Activities for teaching about aging – intermediate grades
- Topic One: Objectives (1 page)
- Topic Two: Teaching about aging in the language arts (1 page)
- Topic Three: Teaching about aging in mathematics (1 page)
- Topic Four: Teaching about aging in social studies (2 pages)
- Topic Five: Teaching about aging in health (4 pages)
- Topic Six: Teaching about aging – general (4 pages)

Appendices:
- Senior citizen's charter
- A community inventory on aging
- Education for aging in the elementary school: An annotated bibliography
- Films and film sources

CONTENT ANALYSIS: The analysts believe that the scope and range of this material are varied. A broad range of issues and concerns about the elderly are addressed within a socio-economic perspective. Suggested activities are provided but because no specific guidelines are given, the teacher will need to prepare the material extensively. The film list, as well as the bibliography will need periodic updating. The material is presented in a relatively unbiased manner.

METHODOLOGY: (Seminars; Discussion groups; Individualized instruction; Experiential instruction).
The material is presented by use of textual information, role play, inquiry method, and with printed dialogues. Included in the text are practice questions; recommended follow-up activities; lists of activity suggestions; bibliographies; suggested information sheet and activities log; a senior citizen's charter; and a community inventory on aging. The analysts specify that this text is suitable for use as a resource for seminars, discussion groups, individualized or experiential instruction.

MEANS OF EVALUATION: Means of evaluation include a checklist to rate the success of the activities which are used in the classroom.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource is useable by teachers who have some background in gerontology and who can prepare material on their own. Specific guidelines for using the suggested activities would strengthen the material. Overall the material provides some workable ideas for teaching elementary school students the facts about aging.

A MANUAL FOR THE BEGINNING PRACTITIONER IN THE FIELD OF AGING *

IDENTIFYING INFORMATION

AUTHOR: Jeannette K. Friedman

AVAILABILITY & COST: Fairleigh Dickinson University
Center for Social Work and Applied Research
1000 River Road
Teaneck, New Jersey 07666
Cost: $3.00

PUBLICATION DATE: 1976 (revised edition forthcoming)

MEDIUM: Print (training manual) 88 pp.

SUBJECT AREAS: Psychological aspects of aging; Social aspects of aging; Social services

PROGRAM FUNDING: This manual was funded by a grant from the Administration on Aging entitled, *Training for Baccalaureate Social Work in Aging,* Number 46-P-1024/2.

APPLICATION

INTENDED USERS: (Students; Practitioners; Social workers; Homemakers; Counselors; Outreach workers; Volunteers; Administrators; Educators). The developer specifies that this manual is for students training for practical work with the aged and workers just beginning to work in the field of aging. The analysts note that this resource is appropriate for use by social workers, homemakers, counselors, outreach workers, volunteers, undergraduate or graduate students in social work, counseling program administrators, and educators in social work. To fully utilize this resource practitioners using this manual would benefit from a prior knowledge of basic work skills, intervention techniques, and the aging process.

CONTEXTS: (Workshops; In-service trainings; Formally organized courses; Individualized settings).
The analysts state that this manual is intended for use in workshops, in-service trainings, formally organized short courses or for individualized learning. This manual is appropriate for varied time frames, depending upon the group, scope, and depth of the material covered. A single three or six hour training workshop is appropriate for beginning practitioners. In a formally organized course twenty class hours would sufficiently cover the material with the use of selected readings and audio-visual materials listed in the manual.

INTENT

PURPOSE: The developer specifies that this manual attempts to correct the balance of responding to the needs of the elderly and focusing on their characteristics by providing students and workers with suggested practical applications of social work techniques for the aged population.

GOALS & OBJECTIVES: The developer states that the overall goal of this resource is to provide the user with suggestions to alleviate the problems confronting our citizenry as they grow older. Three objectives identified by analysts are:

- To develop a professionally objective approach in working with the aged;
- To develop techniques and social work skills for working with the aged;
- To increase factual knowledge of the aging process.

SCOPE

CONTENT SUMMARY: The main body of this manual (Sections One, Two, and Three) consists of basic background information about the elderly, social work skills, intervention methods for working with older adults, resources, and programs that are available to the elderly. Section Four lists selected readings and audio-visual materials in social work and in the field of aging.

CONTENTS: Section One: The aging in our society (17 pages)
Section Two: Basic practice skills and intervention methods (2 pages)
A. Skills in interaction with and relating to the client or client group

*Available from SCAN, Rockville, MD (See page vi).

(14 pages)
B. Skills in assessing the problem (9 pages)
C. Planning and program development (8 pages)
D. Social change methods (intervention) (11 pages)
E. Basic administrative skills (3 pages)

Section Three: Where to go for help — resources (7 pages)

Section Four: Selected reading, films, and audio-visual material (12 pages)

CONTENT ANALYSIS: The analysts believe that the developer's overview of social work practice through the analysis of case studies is excellent and useable. The content of this manual is readable and clearly organized; the case studies and examples enhance the material presented and important issues for beginning practitioners have been selected. Several typographical and grammatical errors are noted, but otherwise the text is most practical. Further elaboration of actual use of this material along with case studies with questions for the user would enhance this material.

METHODOLOGY: (Lectures; Seminars; Experiential instruction; Individualized instruction).

The contents are presented via textual information and case studies. Included are stated goals and objectives, summaries, bibliographies, recommended reading, case worker records, and audio-visual materials. The analysts recommend its presentation in lectures, seminars, and experiential or individualized instruction. Using role plays, case studies with open ended questions, and guest lecturers with an expertise in the field of aging may enhance the material's usefulness.

MEANS OF EVALUATION: No evaluation method is included in the material. However, role play situations and case studies with open ended questions could serve as a method to assess students' acquisition and application of knowledge and skills.

CRITIQUE

ANALYSTS' COMMENTS: The analysts agree that this manual is practical and useable for those who have a knowledge about the elderly, as well as basic social work skills. The reference and resource listings are comprehensive and well-organized for easy reference. This resource would be more beneficial to the user if basic social work skills were discussed prior to its use by students of other disciplines who are training to work with the elderly. Overall, this manual is most useful for all beginning practitioners in the field of aging. □

THE PARAPROFESSIONAL AND THE ELDERLY

IDENTIFYING INFORMATION

AUTHOR: Jeanne G. Gilbert

AVAILABILITY & COST: Panel Publishers
14 Plaza Road
Greenvale, New York 11548
Cost: (Trainees' manual) $14.95
(Teacher's manual) $5.95

PUBLICATION DATE: c. 1977

MEDIUM: Print (Trainees' manual) 199 pp.
Print (Teacher's manual) 20 pp.

COMPONENTS: The Paraprofessional and the Elderly
Part One: Trainees (199 pages)
Part Two: Teachers (20 pages)

SUBJECT AREAS: General aspects of aging; Biological aspects of aging; Psychological and social aspects of aging; Social services

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Paraprofessionals; Students; Trainers; Educators; Practitioners; Older adults). The developers state that this book is designed for those paraprofessionals and others who are interested in the problems of aging, as well as those working with, serving, living with, and helping older people. The analysts specify that it is also appropriate for students, trainers, university and community college educators, practitioners, and older adults who may have elderly people in their homes. Although this text requires only a high school reading ability, a knowledge of aging and an ability to train groups is recommended.

CONTEXTS: (In-service trainings; Formally organized courses; Conferences; Workshops; Individualized settings). The analysts specify that this resource is appropriate for use in in-service trainings, formally organized courses, conferences, workshops and in individualized settings. It is suitable as a course lasting fifty hours, or for in-service trainings which have ten two-hour sessions.

INTENT

PURPOSE: The developers state that this text is designed to present a readable survey of the field of aging which will help those in contact with the aging to gain a better understanding of them.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To educate the user of the changes that take place in both the normal and the abnormal aging person;
- To make the user aware of the various areas in which one can work with older persons;
- To inform the user of the different federal, state and local programs which are available to serve older people.

SCOPE

CONTENT SUMMARY: The first part of this resource addresses the effects of the physiological, mental, emotional and environmental aspects of aging on the elderly. The second part deals with paraprofessional work with the elderly in community and institutional settings. Part three outlines the federal, state and local benefits and programs available for the elderly. The text also includes a glossary and selected readings, a teacher's manual which includes a purpose for each chapter, suggested instructional methods, additional references, and examination questions, supplement the text.

CONTENTS:

Part One: Trainees
Preface (1 page)

Part One: What it means to grow old
Chapter One: Introduction (6 pages)
Chapter Two: What happens to our bodies (24 pages)
Chapter Three: What happens to our minds (11

pages)
Chapter Four: What happens to our emotions (30 pages)
Chapter Five: How our environment affects what happens to us (17 pages)

Part Two: Paraprofessional work with the elderly
Chapter Six: Community work with the elderly (18 pages)
Chapter Seven: Work with geriatric patients (21 pages)

Part Three: Benefits and programs for the aging
Chapter Eight: Social security benefits (7 pages)
Chapter Nine: The Older Americans Act and Related Acts (5 pages)
Chapter Ten: Local programs (10 pages)

Glossary (4 pages)
Selected Readings (4 pages)
Index (6 pages)

Part Two: Teachers
Additional References (3 pages)
Chapter One: Introduction (2 pages)
Chapter Two: What happens to our bodies (2 pages)
Chapter Three: What happens to our minds (2 pages)
Chapter Four: What happens to our emotions (4 pages)
Chapter Five: How our environment affects what happens to us (3 pages)
Chapter Six: Community work with the elderly (2 pages)
Chapter Seven: Work with geriatric patients (2 pages)

CONTENT ANALYSIS: The contents are presented logically and effectively. The case studies, which are presented by a compare and contrast method, are relevant and applicable. Because the text is somewhat broad, more detailed information is needed for students who are interested in a career in gerontology. There are a few inaccuracies in the content dealing with mental illness and physiology of aging, as well as, in some instances, a negative bias toward aging is noted. As it is, this text has sufficient depth for paraprofessionals at a beginning level.

METHODOLOGY: (Lectures; Seminars; Individualized instruction; Experiential instruction).
The contents are presented by means of textual information, case studies, role play and the inquiry method. Included in the text are stated goals and objectives, summaries, discussion and examination questions, bibliographies, and a glossary. The analysts specify that this text is suitable as a resource for lectures, seminars, individualized and experiential instruction. Tapes and specific role play material can be used beneficially with this text.

MEANS OF EVALUATION: Means of evaluation are examination questions for each chapter which are included in the instructor's manual. Additionally, there are also discussion questions in the text at the end of each chapter in the first two parts.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource is useful as a basic text on aging. It is readable and interesting. Additional material on communication skills and subsequent review of this material would benefit the user. Although this resource is most suitable when used with an instructor to compliment the text, it is an appropriate and useful primary information source.

HOMEMAKER HEALTH AIDE SERVICE TRAINING MANUAL*

IDENTIFYING INFORMATION

AUTHOR: Department of Health, Education and Welfare

AVAILABILITY & COST: Department of Health, Education and Welfare
Office of Human Development
Administration on Aging
Washington, D.C. 20201
DHEW Publication No. (OHD) 74-20103
Cost: not specified

PUBLICATION DATE: c. 1974

MEDIUM: Print (manual) 127 pp.

SUBJECT AREAS: Day care/Home service; Aging general; Handicapped elderly

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: Developed by Homemaker Health Aide Service of the National Capitol Area, Inc. based on their seven years in training homemakers, and reproduced by the Administration on Aging.

APPLICATION

INTENDED USERS: (Instructors; Home health aides; Students; Trainers; Administrators; Practitioners). The developers specify that this manual is for instructors who are involved in training homemaker health aides and for homemaker health aides themselves. The analysts recommend its use by students, experienced trainers, administrators, practitioners, and homemakers. A knowledge of how to organize, plan, and implement, training; a familiarity with current studies in aging; as well as training skills and a group leadership ability are needed to utilize this material.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized instruction; Reference). The developers state that this training manual is designed with the expectation that it can be used with a single new employee or with a group as large as fifteen. The analysts specify that it be used for in-service trainings, formally organized courses, workshops, and for self-paced study. This manual is suitable for use as a historical document; as a reference model in the office of a planner or administrator, as well as for an overview during the first year's training (six sessions during a four week period) and then as a resource throughout the work experience. The material is also suitable for a single three-hour workshop setting.

INTENT

PURPOSE: The purpose of this manual is to try to fulfill the homemaker's daily work needs while imparting basic ideas and information to them about health homemaking on which the homemaker service can later build.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To provide training material that will be the most meaningful to the user in daily work;
- To give insights into the larger problems of families in trouble;
- To advance the goals of homemaker service.

SCOPE

CONTENT SUMMARY: The training manual contains ten chapters as well as a section of evaluation charts which contain a description of the Homemaker Service, agency policies and procedures, goals, role of the homemaker, and types of services.

CONTENTS:

Definitions (1 page)
Introduction (2 pages)
Session One: Introduction to homemaker service (8 pages)
- Our agency
- Our community
- A growing new service nationally and internationally

*Available from SCAN, Rockville, MD (See page vi).

Session Two: Goals, role of the homemaker, and types of services (4 pages)
Session Three: Working with troubled people (6 pages)
Session Four: The homemaker and families with children (8 pages)
Session Five: The homemaker and the elderly (8 pages)
Session Six: The homemaker and the sick and disabled (7 pages)
Session Seven: The homemaker and mental health (4 pages)
Session Eight: The homemaker — Nutrition and home management (36 pages)
Session Nine: Agency policies and procedures (14 pages)
Session Ten: Agency forms and related materials (30 pages)

CONTENT ANALYSIS: The analysts agree that this material is objective, is communicated effectively, and is presented for those with varied educational levels. There are excellent job descriptions and policy statements for agency planners and administrators. Although some of the material needs updating, this text is useful as a model. A guide or orientation to its use for the trainer and trainee would provide a more comprehensive picture of how the stages in training unfold.

METHODOLOGY: (Lectures; Discussion groups; Practice sessions; Demonstrations).
The contents are presented by textual information and case studies. Included in the text are stated goals and objectives, suggested teaching methods, service records and reports, case problems, and outlines are included to enhance the content. The analysts recommend this book for use in lectures, informal discussions, practice sessions and demonstrations. One analyst suggests its use in conjunction with *Widening Horizons: The Teaching Aspects of Homemaker Services* by the National Council for Homemaker-Home Health Aide Services Incorporated.

MEANS OF EVALUATION: Developers state that the criteria for evaluation is user performance. Several evaluation forms and questionnaires are included in the text.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this manual is suitable as an overview for trainers in the homemaking health aide service field. The policy statements and forms are useful as models for planners and administrators. Although the emphasis is on the female homemaker, it is a well-developed manual. This manual may be accompanied by a resource which is aimed at developing the capacity of the new homemaker to move into a variety of new experiences with confidence and with an understanding of how to acquire information as needed. Including suggestions for activities and more information on care of the elderly may further improve the usefulness of this publication. ▫

CREATIVE PROGRAMMING FOR OLDER ADULTS: A Leadership Training Guide

IDENTIFYING INFORMATION

AUTHOR: Florence E. Vickery

AVAILABILITY & COST: Association Press
291 Broadway
New York, New York 10007
Cost: $12.95

PUBLICATION DATE: c. 1974 (second printing)

MEDIUM: Print (training guide) 320 pp.

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Students; Trainers; Educators; Administrators; Practitioners; Older adults; Volunteers; Community agencies). The developer specifies that this guidebook is designed for students who are preparing for positions in professions through which the needs of older adults are met; i.e., agency staffs, aides, technicians, board, council and committee members, older adults, and volunteers working with older adults. The analysts state that this resource is also appropriate for R.S.V.P. and other community based service agencies for older Americans. A college education or some experience working with older persons, as well as an interest in older Americans, would be helpful in utilizing this resource.

CONTEXTS: (Formally organized courses; In-service trainings; Workshops; Individualized settings; Reference). The developer specifies that this resource is suitable for use in formally organized courses, in-service workshops, and in self-paced settings. In addition, the analysts also recommend its use in in-service trainings and as a reference. A semester long course of 30-40 class hours allowing for supplementary input from other resources is the most suitable time frame for this text.

SCOPE

PURPOSE: The developer states that the purpose of this guide is to help the user understand the dynamics of the behavior of the older adults with which they work.

GOALS & OBJECTIVES: The specific objectives of this book are:

- To help the user understand the social and emotional needs of older adults;
- To help the user develop and administer social programs for older adults;
- To inform the user of social services and procedures for the elderly.

SCOPE

CONTENT SUMMARY: This guidebook has three major parts. The first part discusses the older American in our technological society including changing social patterns, retirement and new patterns of leisure. The second part deals with the aging process in the context of social functioning. The last part treats the development and administration of social programs for the elderly particularly the multiservice senior center and social clubs for older adults.

CONTENTS:

Preface (1 page)

Part One: Older Americans in a technological society

Chapter One: The older adult in a climate of change (8 pages)

Chapter Two: Social and cultural influences on the aging experience (14 pages)

Chapter Three: The use of time and social adjustment in the retirement years (10 pages)

Part Two: Effects of the aging process on social functioning

Chapter Four: Who is old and what is aging? (10 pages)

Chapter Five: Physical aging as it affects social functioning (27 pages)

Chapter Six: Mental illness as it affects social

functioning (9 pages)

Chapter Seven: Psychosocial factors in the aging process (18 pages)

Chapter Eight: Psychological aging as it affects intellectual functioning and motor skills (10 pages)

Part Three: Development and administration of social programs for older adults

Chapter Nine: The multiservice senior center and social clubs for older adults (15 pages)

Chapter Ten: The membership of senior centers and clubs: Who will join? (17 pages)

Chapter Eleven: Involving the individual in the group experience (12 pages)

Chapter Twelve: The role of members in self-government and leadership (12 pages)

Chapter Thirteen: Professional and nonmember volunteer leadership of older adult programs (19 pages)

Chapter Fourteen: Programs of social groups for older adults (28 pages)

Chapter Fifteen: Center members serve the community — Community services in the center (10 pages)

Chapter Sixteen: Programs for older adults with special needs (20 pages)

Chapter Seventeen: Administration procedures and practices (36 pages)

Chapter Eighteen: Social programs in residential settings (20 pages)

Chapter Nineteen: Developing a philosophy about aging (4 pages)

CONTENT ANALYSIS: The analysts agree that the contents are communicated logically and effectively. Although the material could be strengthened by more integration with general information about service delivery and management and periodic updating, it presents objective, coherent, pertinent, and practical data on the subjects that it covers. The charts, tables and forms reinforce the information stated in the narrative in a concise and clear manner. There are several practical aids for creative programming given to benefit the user.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction; Experiential instruction). The contents are presented by use of textual information. Included in the text are stated goals and objectives, conclusions, chapter bibliographies, charts, tables, forms and a list of resource organizations. The analysts state that this text is suitable as a resource for lectures, seminars, discussion groups, individualized and experiential instruction. Films, filmstrips and role playing can be effectively used in conjunction with this text.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that although this text is somewhat dated, it is a valuable resource for those who work with the elderly or are being trained to do so, particularly in reference to Senior Centers. It is a well organized, concise "how to" guidebook and is a must for aging practitioners' libraries. Most aspects of aging are discussed with the exception of spiritual well-being. The information given is stated in a practical and positive way and dispels many of the myths about aging. It is most suitable for practitioners, volunteers and students in the field of aging. □

COMMUNITY MENTAL HEALTH CENTERS AND NURSING HOMES: Guidelines for Cooperative Programs

IDENTIFYING INFORMATION

AUTHOR: Jonathan L. York

AVAILABILITY & COST: Jonathan L. York
St. Lawrence Hospital
Community Mental Health Center
1201 West Oakland
Lansing, Michigan 48915
Cost: not specified

PUBLICATION DATE: c. 1977

MEDIUM: Print (training manual) 105 pp.

SUBJECT AREAS: Mental health care; Rehabilitation; Long term care facilities

PROGRAM FUNDING: This resource was prepared under a grant from the Department of Health, Education, and Welfare awarded to St. Lawrence Hospital Community Mental Health Center, Lansing, Michigan (HEW-PHS-ADAMHA Contract #295-76-0007).

PROGRAM DEVELOPMENT: This training manual was developed by Project Link-Age to assist in programming at twenty-four community mental health centers in HEW Region V and to disseminate findings of the project.

APPLICATION

INTENDED USERS: (Community mental health staffs; Nursing home staffs; Administrators; Trainers; Practitioners; Psychology interns; Psychiatric residents; Students; Trainees). The developers specify that this manual is intended for use by staff of community mental health centers and staff of nursing homes. This resource is also suitable for administrators, trainers, and practitioners in the social service field, and is indirectly appropriate for psychology interns and psychiatric residents as part of practicum training in consultation. As a resource for professionals, it could possibly be more useful if more depth and additional new information were included. However, no special skills are needed, as this material is self-explanatory. One analyst comments that to provide a more comprehensive application of needs assessments, program planning, case consultation, etc., a considerable degree of clinical/interpersonal skills would be necessary. The resource also has utility for students and trainees.

CONTEXTS: (In-service trainings; Individualized settings; Formally organized courses; Practicums; Workshops). The analsyts find that this manual may be appropriate introductory material for single session workshops, for other classroom and practicum study, or for individualized self-paced study.

INTENT

PURPOSE: The developer states that the major purpose of this guide is to provide a set of structured guidelines and instructions to assist staff of community mental health centers and nursing homes in developing joint programs.

GOALS & OBJECTIVES: The analysts concur that this manual serves both as a teaching device for developing necessary skills, and as a means to increase basic knowledge on cooperative planning among community mental health centers and nursing homes. Specific objectives outlined in the manual are:

- To identify cooperative areas of assistance between community mental health centers and nursing homes;
- To provide information for the development of an interagency planning group;
- To examine the rationale behind the formation of administrative agreements and to propose areas which should be covered within these agreements;
- To provide guidelines and raise issues which must be raised by each community mental health center and nursing home in their planning together;
- To develop a model case consultation program, providing guidelines for referral assessment, case conferences, care planning, follow-up, and discussion issues or problem areas which must be planned for;
- To evaluate important issues in planning a staff training program to meet the specific needs of both the nursing homes and the mental health center.

SCOPE

CONTENT SUMMARY: This manual is composed of three sections describing sequential steps involved in establishing and developing joint community mental health center/nursing home programming. The first section examines the preliminary tasks of planning and designing contracted agreements. Suggested components of joint programming (case consultation, staff training, and program development) are delineated in the second section. The final section includes appendices of sample forms and a bibliography including references to articles, manuals, books, and films.

CONTENTS:

Section One: Preliminary steps
Chapter One: Introduction (5 pages)
Chapter Two: The planning group (12 pages)
Chapter Three: Administrative agreements and contracts (7 pages)

Section Two: Components of a joint program
Chapter Four: Case consultation (24 pages)
Chapter Five: Staff training (8 pages)
Chapter Six: Program development (10 pages)

Appendices:
- Sample administrative agreement (4 pages)
- Sample consultation request form (2 pages)
- Sample guardian consent form (2 pages)
- Patient rating checklists (6 pages)
- Sample consultation review form (6 pages)
- Sample scheduling form (1 page)
- Sample consultant's information form (1 page)
- Sample recommendation and plan (1 page)
- Sample curriculum for mental health training (3 pages)

Bibliography:
- Books, manuals, articles (4 pages)
- Films (1 page)

CONTENT ANALYSIS: The analysts agree that this guide provides sufficient scope, depth, and accuracy to serve the purpose of an introductory manual. This material is logically and effectively communicated and well organized. The author has included many detailed suggestions which demonstrate a broad knowledge of the subject matter. However, a more intensive presentation of the consultant characteristics and the problems in arriving at consultative agreements is recommended; the text serves only as a basic introduction.

METHODOLOGY: (Discussion groups; Lectures; Seminars; Individualized instruction).
This material is presented through the use of case studies, textual information, and sample forms. Included are clearly stated goals and objectives, summaries, recommended activities, bibliography, and sample forms to enhance the contents. The analysts recommend its use in discussion groups, lectures, seminars, and individualized study.

CRITIQUE

ANALYSTS' COMMENTS: The analysts agree that this resource is an excellent guidebook for the initial stages of developing cooperative programs between community mental health centers and nursing homes. It provides an overview of a number of issues including case consultations, case referrals, and staff training; and contains useful information in the appendix and bibliography. The guidelines provided are helpful in training community mental health consultants. The implementation of the outlined steps are clear, concise, and logical. Overall, the analysts concur that this manual is a valuable guide to personnel in both areas. ▫

CATAWBA HOSPITAL HANDBOOK FOR FACILITATORS

IDENTIFYING INFORMATION

AUTHOR: Frank E. Grant

AVAILABILITY & COST: Institute of Gerontology
University of Michigan
520 E. Liberty Street
Ann Arbor, Michigan 48109
Cost: $3.50

PUBLICATION DATE: 1976 (Revised edition available from publisher)

MEDIUM: Print (handbook) 57 pp.

SUBJECT AREAS: Mental health; Rehabilitation

PROGRAM FUNDING: This handbook is made available from the Institute of Gerontology, The University of Michigan—Wayne State University.

PROGRAM DEVELOPMENT: The Institute of Gerontology is interested in making this handbook available because it presents a number of treatment modalities incorporating the concepts of Milieu Therapy, as formulated by the Institute's Training Team.

APPLICATION

INTENDED USERS: (Students; Trainers; Administrators; Practitioners).

The author specifies this handbook for use by psychogeriatric group facilitators, practitioners, and administrators. It can also be used as a resource by trainers or students of gerontology, psychology or social work. Trainers using this material will need previous knowledge of group dynamics, social services and psychiatry, as well as some direct experience with older mentally impaired adults. Students using this handbook will benefit from background knowledge of psychology, counseling, reality and milieu therapies, and some experience working within a structured situation with older persons.

CONTEXTS: (In-service trainings; Formally organized courses). This resource is most appropriate for an ongoing in-service training of fifty workshop hours with a group discussion format. It can also be used for an initial intensive two-week training of group facilitators. Students in formally organized gerontology or group counseling courses may also use this handbook as a supplementary reference.

INTENT

PURPOSE: The author's purpose is to provide facilitators of hospital or nursing home psychogeriatric groups with a method for structuring a Rehabilitation and Placement Program for out-of-hospital community placement.

GOALS & OBJECTIVES: The author's objectives are:

- To provide group facilitators an eclectic approach for rehabilitation and placement programs for psychogeriatric patients;
- To demonstrate a program that can be implemented within a therapeutic community in which staff transcend traditional mental hospital roles;
- To provide a rehabilitation and placement program focused on increasing the patient-participants' skills and responses required for community living.

SCOPE

CONTENT SUMMARY: The author provides a detailed step-by-step, daily guide for group facilitators in psychogeriatric in-patient facilities. This guide incorporates milieu therapy, reality therapy and social competency assessment to help those responsible for direct patient communication to reorient patients for return to the community.

CONTENTS:

Introduction (4 pages)

Chapter One: Unit programs
Unit One: Environmental orientation program (1 page)
Unit Two: Morning and evening meetings (guidelines) (1 page)

Unit Three: Group conversation (4 pages)
Unit Four: Focused friendship (1 page)

Chapter Two: Reality orientation handbook
Unit One: Basic instruction (1 page)
Unit Two: Procedures for instructors (1 page)
Unit Three: Program for basic reality orientation (1 page)
Unit Four: Reality orientation screening and evaluation form (1 page)

Chapter Three: Community preparation
Unit One: Program description (1 page)
Unit Two: Community preparation resident's handbook (3 pages)
Unit Three: Community placement candidates group (2 pages)
Unit Four: Skills screening and evaluation form (2 pages)
Unit Five: Instruction programs (24 pages)

Appendices:
- Weekly program planning sheet (1 page)
- Individual treatment plan forms (1 page)

CONTENT ANALYSIS: The analysts agree that the content is presented logically, effectively and accurately. The scope and depth of content on the author's integrated use of the three existing therapies is well defined. Users with no knowledge of the principles of the three incorporated therapies may have difficulty understanding them from the brief reviews provided. The author's method may be applied in a limited number of structured settings such as the hospital psychogeriatric unit described. Delineating socio-economic status in terms of "frame of reference" for learning abilities may be beneficial. For example, if patients with limited educational opportunities were evaluated with others who were college graduates, evaluative results may be biased. The content does present an objective integrated use of the incorporated therapies in an excellent holistic therapeutic model. While it does not provide examples of alternative strategies, these strategies could be mentioned in a supplemental bibliography.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Experiential instruction).
The content is presented via textual information and a programmed instruction format. The handbook provides stated objectives, reviews, practice questions, bibliographies, day-by-day time tables and sample evaluation forms for additional, effective learning aides. This handbook provides an excellent guide for instructors and students and lends itself well to lecture, seminar or discussion group format. All the methods described can also be applied in an experiential learning situation. The content may be enhanced by including a limited number of anonymous case studies to reach a broader or more diverse user background. Instructors may want to include guest speakers as resource persons to provide a different perspective on the topics presented. Instructors might also want to include simultaneous staff sensitivity or empathy training to help staff handle the often traumatic relocation effects noted in the patient participants. In using Grant's therapeutic method, users might consider packaging the material in portable slide-tape presentations which could be replayed in the patient-participant's new community home to reinforce learning. All these suggestions would only enhance an already succinct, clear and useable model of rehabilitation.

MEANS OF EVALUATION: The author provides a questionnaire and checklist method for use by trainees and evaluating patients. It is unclear whether or not these methods measure expected outcomes for trainees or patient participants.

CRITIQUE

ANALYSTS' COMMENTS: This resource for facilitators will be a well received guide as a rehabilitative program model adaptable to long-term psychogeriatric institutions. It provides a comprehensive program format adaptable to a limited number of significant rehabilitative settings. Since many institutions lack an organized, centralized pro[illegible] of social services, this resource can meet the need for trained professionals attempting to develop an integrated team approach. This approach is significant in that it produces the group interaction and interpersonal relationship development necessary for the stimulation and growth many older persons require before successful community placement.

IN-SERVICE TRAINING: How and Why for Long-Term Care Facilities

IDENTIFYING INFORMATION

AUTHOR: Kirk Gulledge

AVAILABILITY & COST: Center for Studies in Aging
North Texas State University
P.O. Box 13438
Denton, Texas 76203
Cost: $2.00

PUBLICATION DATE: 1977

MEDIUM: Print (manual) 110 pp.

SUBJECT AREAS: Long-term care; Administration

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Trainers; Administrators; Educators; Practitioners; Long-term care staffs; Students).
The developers state that this manual is suitable for in-service trainers of long-term care personnel. The analysts specify that it is also appropriate for use by administrators, university and community college educators, practitioners, staff-in-training, health professional students who give in-service as part of a practicum or field work experience, and "helping professional" students in professional curriculums at upper-level undergraduate and graduate levels. A knowledge of adult education methods, gerontology, organizational skills, and experience with the elderly would assist in the utilization of this material.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Individualized settings).
The analysts specify that this resource is appropriate for use in in-service trainings, formally organized courses, workshops, and in an individualized setting. It is suitable for use as a model curriculum for training those who are responsible for giving in-service training in long-term care facilities in a five-day program of a "Train the Trainer" type or for self-paced study.

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INTENT

PURPOSE: The developers specify that the purpose of this text is to describe the advantages for in-service training; and to discuss the practical steps to be followed to build, administer, and evaluate a program of in-service training.

GOALS & OBJECTIVES: The specific objectives of this manual are:

- To present the philosophy of service realistically to the employee;
- To challenge the employee to become a knowledgeable and committed member of the health team;
- To increase the employee's confidence and pride in doing a job well;
- To inspire team building.

SCOPE

CONTENT SUMMARY: The first part of this manual examines the criteria and scope for an in-service program, and the educational characteristics of adult learners. The second part is comprised of practical steps to follow in building, administering and evaluating a program of in-service training. Some of the chapters contain a bibliography. Included are six appendices and several charts.

CONTENTS:

Part One: In-service training of personnel of modern long-term care facilities
Introduction (3 pages)
Chapter One: The reasons for in-service training (7 pages)
Chapter Two: The scope of in-service training (15 pages)
Chapter Three: Educational philosophy in in-service training (15 pages)
Summary (2 pages)
Bibliography (3 pages)

Part Two: Handbook for an in-service program
Chapter One: The elements of in-service training (2 pages)

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Chapter Two: The in-service training director (5 pages)
Chapter Three: The program planning committee (7 pages)
Chapter Four: Time, space, and materials (5 pages)
Chapter Five: The training program (8 pages)
Chapter Six: The orientation program (12 pages)
Chapter Seven: On-the-job training (8 pages)
Chapter Eight: Continuing education (3 pages)

Appendices:
- Behavioral objectives (2 pages)
- The lesson plan (2 pages)
- The empathic model (2 pages)
- Principles of learning (2 pages)
- Overview of learning activities (2 pages)
- Training resources (3 pages)

CONTENT ANALYSIS: The analysts believe that the contents are communicated logically and effectively. The text is clear, readable, understandable, uses little jargon, and provides an adequate amount of information to plan a meaningful in-service program. Periodic bibliography updating as well as amplification of the outline to provide the user with more depth development of a program would enrich this material. The developer provides an objective and empathetic perspective on the older adult's learning ability when treated as adults in the learning process.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction; Experiential instruction). The contents are presented by means of textual information, case studies, role play, programmed instruction, and the inquiry method. Included in the text are stated goals and objectives, summaries, practice questions, bibliographies, recommended follow-up activities, visuals, and listings of major points. The analysts specify that this material is suitable as a resource for lectures, seminars, discussion groups, individualized or experiential instruction. This text may be most beneficially used along with a supplemental text which covers the aging process in more depth.

MEANS OF EVALUATION: Means of evaluation include a checklist of behavioral objectives.

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CRITIQUE

ANALYSTS' COMMENTS: The analysts believe this resource is most useable as an in-service education publication. The overview and elements of this material show the author's experience with this approach, and cover the mechanics of an in-service training. This publication serves to inform the user of the many dimensions of long-term care training that begin with orientation to the physical facility and the philosophy of the facility. It is an empathetic approach to understanding the total educational needs of the learner. ▫

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OMBUDSMAN FOR NURSING HOMES: Structure and Process*

IDENTIFYING INFORMATION

AUTHOR: Patrick D. Linnane

AVAILABILITY & COST: Administration on Aging
Department of HEW
330 Independence Avenue, S.W.
Washington, D.C. 20201
DHEW Publication #(OHD) 78-20293
Cost: not specified

PUBLICATION DATE: 1977 (2nd edition)

MEDIUM: Print (manual) 238 pp.

SUBJECT AREAS: Long-term care facilities; Advocacy

PROGRAM FUNDING: This manual was supported through a grant from the Department of HEW, Health Services and Mental Health Administration awarded to seven states: Wisconsin, Michigan, South Carolina, Pennsylvania, Idaho, Oregon, and Massachusetts.

PROGRAM DEVELOPMENT: This manual resulted from one year of research examining seven demonstration projects on the nursing ombudsman.

SUPPLEMENTS: A handbook with further information on the Nursing Home Ombudsman Program entitled *Program Development Handbook for State and Area Agencies on Nursing Home Ombudsman Services for the Elderly* is also available from AOA (OHDS) 78-20022.

APPLICATION

INTENDED USERS: (Ombudsmen; Trainers; Administrators; Practitioners, Older adults; Advocates; Community and outreach workers). The developers specify that this manual be used for training practicing nursing home ombudsmen who investigate complaints relating to patient care, as reported by nursing home patients, their friends or families. The analysts specify that this resource can best be used by trainers, administrators, practitioners, advocates, community workers, outreach workers, ombudsmen, older adults and their families who are concerned about their aged relatives in nursing homes. A background in social service delivery and long-term care politics may be useful for practioners using this text, as would some experience with or knowledge of nursing homes, direct client service, or advocacy.

CONTEXTS: (Workshops; In-service training; Formally organized courses; Individualized settings; Seminars; Reference). The analysts specify that this manual be used as a primary or background resource for a workshop, an in-service training, a formally organized short course or for an individualized learning situation. The analysts infer that it may also be used as a self-paced reference material for ombudsman program assistants or in a seminar of several days duration.

INTENT

PURPOSE: The purpose of this manual is to illustrate how the nursing home ombudsman can provide an effective instrument for interjecting the concerns of patients into the health care delivery system.

GOALS & OBJECTIVES: The overall goal of this resource is to provide guidance and assistance in applying the ombudsman concept to the nursing home setting. The specific objectives are:

- To identify the essential functions of the ombudsman;
- To illustrate the application of the ombudsman program to the needs of the patients;
- To examine the roles that a nursing home ombudsman might play.

SCOPE

CONTENT SUMMARY: This guide provides both a background statement and a "how to" procedure for setting up an ombudsman program. Content includes a definition of ombudsman, a historical profile, a description of the goals of an ombudsman program, and an examination of the roles a nursing home ombudsman might play.

*Available from SCAN, Rockville, MD (See page vi).

CONTENTS: Introductory remarks: (3 pages)

Part One: The ombudsman in theory
Chapter One: The classical model (15 pages)
Chapter Two: The nursing home model (17 pages)

Part Two: The ombudsman in practice
Chapter Three: How to take a complaint (29 pages)
Chapter Four: How to organize a strategy (32 pages)

Part Three: The investigation
Chapter Five: How to interview (48 pages)
Chapter Six: How to make an observation (22 pages)
Chapter Seven: How to get help (26 pages)

Part Four: Resolution
Chapter Eight: How the ombudsman resolves complaints (20 pages)
Chapter Nine: How the ombudsman uses projects in the resolution process (11 pages)
Chapter Ten: Governing the how (15 pages)

CONTENT ANALYSIS: The analysts agree that this manual effectively and comprehensively covers both the issues and procedures involved in setting up a nursing home ombudsman program, from theoretical and practical perspectives. Most of the issues and procedures involved in setting up a program are well covered and in sufficient depth to guide the user. The material is presented objectively by the author. Basically the content is directed well towards program implementation and is of value to persons who have little or no experience with an ombudsman program. The manual covers both general and specific areas and provides the reader with a good conception of how to handle complaints from start to finish. The bibliographies and footnotes are excellent and useable. Alternative example suggestions for resolutions would provide the reader with more options.

METHODOLOGY: (Individualized instruction; Lectures; Seminars; Discussion groups; Site visits).
The material is presented through the use of case studies, textual information, and inquiry method. Practice questions and reviews are provided at the end of each chapter. Individual case studies and chapter bibliographies are incorporated into the material. The integration of textual material, case studies, and topical questions enhance both the quality of presentation and the meaningfulness of the material to the user. The analysts indicate that a teacher's guide, a reading list, and additional information on techniques of operations by state units on aging would increase the usefulness of the guide. Group discussion, site visits to nursing homes, and additional information on aging are recommended as learning aids to assist the user. The analysts agree that the most appropriate method of use would be individualized study; although material could be easily adapted to use in lectures, seminars or discussion groups.

MEANS OF EVALUATION: The manual contains a programmed review at the end of each chapter which summarizes what the user should learn. This review allows for self-evaluation.

CRITIQUE

ANALYSTS' COMMENTS: The analysts indicate that the manual is well put together and while synthesizing large amounts of material, serves as a practical guide for the establishment of a nursing home ombudsman program in all stages of development and implementation. For new ombudsmen, the material presented is sufficiently comprehensive. The analysts indicate that the resource could be improved with more instructional guidelines, an index, a reading list, more examples cited for problem resolution, and improved layout. ▫

A TRAINING MANUAL COVERING THE PSYCHOSOCIAL DIMENSIONS OF CARE IN LONG-TERM CARE FACILITIES

IDENTIFYING INFORMATION

AUTHOR: Arthur N. Schwartz

AVAILABILITY & COST: Ethel Percy Andrus Gerontology Center
University of Southern California
University Park
Los Angeles, California 90007
Cost: not specified

PUBLICATION DATE: 1974

MEDIUM: Print (training manual) 62 pp.

SUBJECT AREAS: Psychological and social aspects of aging; Long-term care facilities; Mental health and rehabilitation

PROGRAM FUNDING: The National Institute of Mental Health funded the development of testing of this model training program.

PROGRAM DEVELOPMENT: This manual is based upon a model training program developed and tested in practice over a two-year period by the Andrus Gerontology Center in collaboration with the California State Department of Health.

APPLICATION

INTENDED USERS: (Trainers; University and community college educators; Practitioners).

The author directs this manual to educators and trainers of long-term care staffs. However, students, long-term care providers, hospital and mental health employees working with the institutionalized aged are appropriate indirect users of this manual. These indirect users need only have a basic reading ability and an interest in aging. A trainer/educator using this manual will need skills in group process, resource development, lesson planning, and a basic knowledge of aging and long-term care.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops).

The author intends this model training program for use in in-service education of long-term care staff. It is appropriate for use in two and one half hour sessions weekly for ten weeks. However, the outlines can be adapted for a more intense workshop session of several days or as part of a formally organized course.

INTENT

PURPOSE: The author's purpose is to provide a guide for conducting a continuing education program for long-term care staff. This guide serves as a model for developing other teaching formats or curricula in alternative settings for elderly persons.

GOALS & OBJECTIVES: The author's objectives are:

- To focus on the mental health aspects of care of the elderly resident in congregate living settings;
- To stimulate long-term care staff to be creative in designing prosthetic or compensating environment;
- To stimulate long-term care staff to plan and work in ways which help older residents maintain their own competence and sense of self worth;
- To address the needs, perceptions, and involvement of family members;
- To address the impact of volunteers and other community-based persons as they relate to the long-term care facility;
- To address the needs of long-term care staff themselves.

SCOPE

CONTENT SUMMARY: This manual contains outlines and suggested reference materials for ten weekly in-service training sessions on the psychosocial dimensions of long-term care. These sessions cover important concepts of aging, and the knowledge and skills necessary to deal with the losses as a result of the aging process and institutionalization as they affect the resident, the family and the staff.

CONTENTS: Introduction (7 pages)
Week One: With whom are we dealing? (3 pages)
Week Two: Resident's "career" prior to admission (3 pages)

Reprint: Loss: A constant theme in group work with the aged
I.M. Burnside (5 pages)
Week Three: Factors precipitating admission (5 pages)
Week Four: The resident at time of admission (3 pages)
Week Five: The family and admission adjustment (3 pages)
Week Six: Resident's "career" following admission (6 pages)
Week Seven: Need for individualization (3 pages)
Reprint: An observation on self-esteem as the linchpin of quality of life for the aged. An essay.
A.N. Schwartz (3 pages)
Reprint: Perception of privacy among institutionalized aged
A.N. Schwartz and H.G. Proppe (2 pages)
Week Eight: The compensating environment (4 pages)
Reprint: Clocks and calendars
I.M. Burnside (3 pages)
Week Nine: Developing an effective staff (3 pages)
Reprint: Staff development and morale building in nursing homes
A.N. Schwartz (4 pages)
Week Ten: Building staff morale (3 pages)
Hypothetical Problems (1 page)

CONTENT ANALYSIS: The scope of the ten-session outlines touches a broad range of topics relevant to the psychosocial dimensions of care. The content is communicated in a logical sequence following a detailed introduction explaining its implementation. The depth of the subject matter is sufficient, assuming the trainer is skilled and knowledgeable in aging and long-term care. The manual can function as a syllabus requiring the trainer's teaching skills, knowledge and supplementary materials for implementation.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction; Experiential instruction). The author uses textual information, role plays and a guideline form for each section to present content. Each section contains objectives, outlines, important concepts, discussion guides, strategies, tables, practice questions, bibliographies, reference reading and suggested audiovisuals for additional learning aides. The instructional value of all these learning aides would depend upon the trainer's skill in facilitating learning. However, all the learning aides and content areas can be adapted to lectures, seminars, discussion groups or individualized instruction, as well as in-service training. To most effectively utilize this material, the trainer needs access to the suggested audiovisuals and projection equipment.

MEANS OF EVALUATION: The author suggests some on-going evaluation take place. He suggests using open-ended questions such as:

- What have you found most useful or helpful about this course?
- What has interested you the most?
- What would you prefer to be changed?

In addition, the author suggests some follow-up survey of staff practices and the impact of these practices on the resident and family. No format for this follow-up evaluation is provided.

CRITIQUE

ANALYSTS' COMMENTS: This manual provides concerned, enthusiastic, and concise guided learning experiences focusing on the psychosocial dimensions of long-term care. Much of its value to users will be determined by the skills and knowledge of the trainer. It offers some limited solutions to the issues presented, but it is difficult to assess whether or not it will alter staff attitudes or behavior. The manual can be used, as presented, in ten two-hour weekly sessions. It could also be helpful to trainers who have developed other similar programs which could benefit from these different approaches or strategies. ▫

MEETING THE PSYCHOSOCIAL NEEDS OF THE OLDER PERSON:
A Training Manual for Nursing Home and Community Agency Personnel

IDENTIFYING INFORMATION

AUTHORS: Glorian Sorensen
Jim Tift

AVAILABILITY & COST: Augsburg College Program on Aging and St. Mary's Junior College
Minneapolis, Minnesota 55454
Cost: $2.50

PUBLICATION DATE: c. 1977

MEDIUM: Print (training manual) 194 pp.

SUBJECT AREAS: Psychological and social aspects of aging; Physical aspects of aging; Handicapped elderly; Long-term care facilities; Social services

PROGRAM FUNDING: This material was sponsored by a grant from Title I, HEA and administered by the Minnesota Higher Education Coordinating Board.

PROGRAM DEVELOPMENT: This training manual has been compiled as a result of the experiences of the authors and reflects their findings in the training of professionals, paraprofessionals, and volunteers working with older persons.

APPLICATION

INTENDED USERS: (Nursing assistants; Housekeepers; Activities staffs; Paraprofessionals; Volunteers; Students; Trainers; Practitioners; Planners). The developers specify that this manual is specifically directed toward primary caretakers: nursing assistants, housekeepers, and activities staffs in nursing homes, and paraprofessionals and volunteers serving the isolated elderly in the community. The analysts state that this resource is appropriate for junior college students, trainers, practitioners and planners. A knowledge of aging, nursing homes, and community agencies, as well as having basic teaching skills are helpful in utilizing this manual.

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CONTEXTS: (In-service trainings; Formally organized courses; Workshops).
The developers state that the material is designed for a series of sixteen sessions lasting one-and-one-half hours each. The analysts specify that this material is suitable for use in formally organized courses or in workshops lasting one or two days. The use of additional role play exercises may be beneficial when utilizing this material to integrate the background information with the job experiences of trainees.

INTENT

PURPOSE: The developers state that this manual has been developed for use in the training of those persons offering services to the elderly.

GOALS & OBJECTIVES: The overall goal of this material is to train primary care workers, paraprofessionals, and volunteers on how to meet the psychosocial needs of older adults. The specific objectives of the manual are:

- To stress guidelines and procedures for agencies and facilities;
- To teach about the psychosocial factors of aging;
- To train workers how to help with patients in nursing homes and in the community.

SCOPE

CONTENT SUMMARY: The content of this training manual is divided into three areas: (1) the core content, or material for both nursing home and community groups; (2) the content specifically aimed at nursing home groups; (3) the content specifically aimed at community agencies. The units may be used separately or in varied order according to the composition and needs of the group being trained. Objectives, presentation, suggestions, and a bibliography are included within each unit. A list of films used throughout the manual and where they are available is included as an appendix.

CONTENTS: Part One: Meeting the psychosocial needs of the older person
Chapter One: Social changes with age (9 pages)
Chapter Two: Psychological changes with age (17

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pages)
Chapter Three: Physical changes with age (7 pages)
Chapter Four: Myths and realities of aging (18 pages)
Chapter Five: Communication skills development (6 pages)
Chapter Six: Psychosocial effects of aging (12 pages)
Chapter Seven: Sensory deprivation (12 pages)
Chapter Eight: Building helping relationships (18 pages)
Chapter Nine: Death, dying and grief (12 pages)
Chapter Ten: Intimacy and sexuality in old age (10 pages)

Part Two: Within the nursing home
Chapter Eleven: Adjustment to the nursing home (2 pages)
Chapter Twelve: Communication disorders (Aphasia, dysarthria, hearing impairment) (20 pages)
Chapter Thirteen: Physical disability: Loss and the grief process (3 pages)
Chapter Fourteen: The confused and disoriented patient (20 pages)

Part Three: In the community
Chapter Fifteen: The advocacy process (10 pages)
Chapter Sixteen: Community services and resources (11 pages)

Media Appendix (2 pages)

CONTENT ANALYSIS: The analysts believe that this resource presents good basic material about the psychosocial needs of older adults. The contents are communicated effectively. More detailed information about the actual meeting of the elderly's needs would strengthen this resource's usefulness. Most of the approaches which are incorporated in the manual are useful.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction; Experiential instruction). The contents are presented by means of textual information, case studies, role plays, and the inquiry method. Included in the text are stated goals and objectives, discussion questions, charts, tables, bibliographies, exercises, and film listings. The analysts specify that this material is appropriate as a resource for lectures, seminars, discussion groups, and individualized or experiential instruction.

MEANS OF EVALUATION: Objective quizes and study questions are provided to ascertain the learning achievement level of trainees.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this training manual provides a basic introduction to the topic of meeting the psychosocial needs of older adults for nursing home and community service paraprofessionals and volunteers. The units specifically aimed at nursing home groups and community agencies may be strengthened by including demonstration or role playing activities. Although there are a number of inaccuracies included in the textual information the other approaches incorporated in the manual are useful. Additional instructions on the use of learning aides and audio-visual presentations would be beneficial to the user. This manual offers several useful suggestions to recognize myths of aging, improve communication skills, establish helping relationships, and identify community resources and services. ▫

A PROGRAM MANUAL OF MENTAL HEALTH EDUCATION FOR NURSING HOME PERSONNEL

IDENTIFYING INFORMATION

AUTHORS: Judith V. Caprez
Janet M. Nugent

AVAILABILITY & COST: High Plains Comprehensive Community Mental Health Center
208 East 7th Street
Hayes, Kansas 67601
Cost: $2.95

PUBLICATION DATE: c. 1975

MEDIUM: Print (manual) 103 pp.

SUBJECT AREA: Long-term care facilities; Mental health; Rehabilitation; Social and psychological aspects of aging

PROGRAM FUNDING: This manual was funded by a grant from the National Institute of Mental Health (Contract No. 297-74-0006).

PROGRAM DEVELOPMENT: The handbook developed out of mental health education workshops undertaken under the grant.

APPLICATION

INTENDED USERS: (Trainers; Nursing home in-service educators; Community college instructors; Mental health practitioners; Geriatric nursing specialists). Developers state that this guide is intended for mental health professionals responsible for in-service training in nursing homes. The analysts specify that this resource is also suitable for faculty who are preparing students or community service providers for work with older adults or nursing home staffs. A background in aging, group dynamics and mental health concepts would be helpful for trainers, but the material can be adapted for any audience. Some preliminary experience working with older adults would be beneficial for audiences to effectively utilize the program.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops).
The developers designed this resource for in-service training in nursing homes. However, the analysts believe it could be adapted for use in formally organized courses and workshops. The program is designed to be presented in three sessions of three hours each. But, the program could be presented in shorter segments over a longer time frame within a single institution.

INTENT

PURPOSE: The developers state that the purpose of this manual is to provide a program of mental health education specifically directed to the needs of nursing home personnel, which could be duplicated by mental health professionals in any nursing care faciltiy.

GOALS & OBJECTIVES: The developers state that the specific objectives of the manual are:

- To provide nursing home staff with a better understanding of the psychological, social and physiological effects of aging;
- To teach nursing home staffs how to communicate with the aged person;
- To teach nursing home staffs how to communicate with their fellow staff members.

SCOPE

CONTENT SUMMARY: This manual presents an outlined, self-evaluated teaching method used to encourage nursing home staff to focus on their own feelings about aging, and their response to nursing home residents reacting to aging and institutionalization. This self awareness is then employed to help staff identify and meet the emotional needs of nursing home residents through more effective communication.

CONTENTS:
Preface (3 pages)
Chapter One: Schedule of grant activity (3 pages)
Chapter Two: Workshop program (20 pages)
Chapter Three: Evaluation (34 pages)
Chapter Four: Tips and pitfalls (4 pages)
Chapter Five: Summary and recommendations

(4 pages)
Bibliography (1 page)
Appendix:
- Sample workshop program (3 pages)
- Instructions for games (12 pages)
- Lecturettes (10 pages)
- Retirement attitude scale (2 pages)
- Evaluation forms (3 pages)
- List of participating nursing care facilities (1 page)

CONTENT ANALYSIS: The analysts agree that the contents are presented effectively and logically while noting that the "lecturette" material may require an instructor with some background in aging. The group exercises would be particularly effective for nurse aides as a preventative mental health technique. Broadening the scope of textual material on geriatric-psychiatric behavioral problems, and limiting the use of implicit values about normative behavior might improve the usefulness of the resource. Numbering the appendix pages would simplify use of the instructional game directions.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Experiential instruction).
The developers use "lecturettes" for textual material, role plays, and several group instructional games, all of which reinforce the material in a positive experiential and participatory manner. The resource is an effective instructor's guide which could be used in lectures, seminars, discussion groups or experiential sessions. The resource includes stated goals and objectives, reviews, limited bibliographies, many effective learning aids exercises and outline. Inclusion of blank forms for future use and a pre/post text participant attitude scale to measure change outcomes in aging attitudes may contribute to the resource's usefulness. An instructor would need newsprint, markers, duplicating equipment and evaluation forms to use this resource.

MEANS OF EVALUATION: The developers use questionnaire type evaluation forms for both the participants and administrators. The analysts note that the evaluation could be enhanced by more objective evaluations of the desired learning outcomes. Soliciting evaluative feedback from trainees, residents and families as well as administrators could be added.

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CRITIQUE

ANALYST'S COMMENTS: The analysts recommend this resource as a basic outline for beginning instruction in mental health education. The exercises and activities are well planned, clearly explained, and developmentally sequenced for implementation. The specific value of the resource is for the inexperienced trainer the focus on the "process" involved in conducting a training program. ▫

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PSYCHIATRIC DISORDERS IN OLD AGE: A Handbook for the Clinical Team

IDENTIFYING INFORMATION

AUTHOR: J.A. Whitehead

AVAILABILITY & COST: Springer Publishing Company, Inc.
200 Park Ave., South
New York, New York 10003
Cost: $5.95

PUBLICATION DATE: c. 1974

MEDIUM: Print (handbook) 120 pp.

SUBJECT AREAS: Psychological and sociological aspects of aging; Day care/Home services; Programs/Centers; Mental health/Rehabilitation

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: (Students; Practitioners; Administrators; Older adults; University and community college educators; Volunteers; Families with ill members; Geriatricians; Family doctors). The developer states that this handbook is intended for geriatricians, family doctors, students and all members of teams providing a service for older people with psychiatric illness. The developer also recommends this text to older adults experiencing psychiatric illness and their families. The analysts specify that this resource is also appropriate for administrators of psychiatric services, trainers and educators of future mental health personnel, and volunteers working with the psychiatrically ill elderly. Trainers and practitioners using this resource will benefit from previous familiarity with medical terminology and psychiatric drug therapy. Students utilizing this handbook should be upper level undergraduates involved in social service.

CONTEXTS: (Individualized settings; In-service trainings; Formally organized courses; Workshops).
The developer states that this handbook is intended as a reference for self-paced study. The analysts specify that this material is also appropriate as a resource for a six to twelve hour workshop, in-service training or a section of a formally organized course.

INTENT

PURPOSE: The purpose of this resource is to enable members of the helping professions to have greater awareness of the psychiatric problems of the elderly, and to lead these practitioners toward more rational management of psychogeriatric problems.

GOALS & OBJECTIVES: The specific objectives of this resource are to enable helping professionals:

- To recognize major and minor psychiatric conditions of the elderly;
- To evaluate the importance of psychiatric problems in elderly patients;
- To develop appropriate management and treatment plans for the psychiatrically ill elderly.

SCOPE

CONTENT SUMMARY: This handbook describes and offers clinical examples of the symptomatology, diagnosis and treatment of the major psychiatric problems of the elderly. The content stresses the treatable nature of the psychiatric problems of the elderly, family and community influences on these problems, and the community based multidisciplinary team approach to treatment.

CONTENTS:

Foreword F. Post (9 page)
Preface J.A. Whitehead (2 pages)
Chapter One: Introduction (6 pages)
Chapter Two: Two old ladies (5 pages)
Chapter Three: Dangerous symptoms (11 pages)
Chapter Four: Depression (10 pages)
Chapter Five: Mania and hypomania (5 pages)
Chapter Six: Difficulties of diagnosing affective disorders in the elderly (8 pages)
Chapter Seven: Paranoid states (8 pages)
Chapter Eight: Neurotic reactions (11 pages)
Chapter Nine: Organic brain diseases (10 pages)
Chapter Ten: Family and community (10 pages)

Chapter Eleven: Treatment and the therapeutic team (13 pages)
Chapter Twelve: Services (10 pages)
Chapter Thirteen: Conclusions (8 pages)
Bibliography (2 pages)
Index (3 pages)

CONTENT ANALYSIS: The content is presented logically, effectively and objectively in easily understood language. The scope of the material presented is sufficient but not exhaustive for an introduction to community based psychiatric treatment of the elderly within a multidisciplinary team approach. The depth of the content is most appropriate to lay persons or mental health professionals with little training in aging. The textual material is rich in convincing clinical examples and practical treatment information. The content is accurate though it may be limited by current disagreement on its recommended drug regimens. Some users may also find that the economic pressures on the family, the medical care costs, the environmental conditions and the legal ramifications of committment laws in the United States make it difficult to generalize from the English developer's suggestions. The content includes sections on diagnostic difficulties precipitating inappropriate institutionalization, day care program, voluntarism, and a sensitive discussion of the plight of families with confused or depressed elderly members. These sections are timely, non-judgemental and applicable to this country as well as Britain.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).
The contents are presented by means of textual information and case studies. Included in the text are brief bibliographies. The analysts specify that this material be used as a resource for lectures, seminars, discussion groups or individualized instruction. The developer's effective use of clinical examples to demonstrate treatment principles enhances the content. A user's learning could be further enhanced by visiting psychogeriatric nursing units after reading this text.

CRITIQUE

ANALYSTS' COMMENTS: This handbook contains introductory descriptions of psychiatric disorders of the elderly and some introduction to community-based interventive alternatives to treatment. Sensitive, sympathetic descriptions of patients and their families help present the developer's multidimensional concepts in readable language. This resource stresses the importance of multidimensional functional assessment and the therapeutic team approach. The analysts specify that it is most appropriate to lay older adults and their families, but that it could be combined with more detailed psychopathology texts for use by geriatric mental health professionals. ▫

SUCCESSFUL TREATMENT OF THE ELDERLY MENTALLY ILL

IDENTIFYING INFORMATION

AUTHOR: Duke Center for the Study of Aging and Human Development

AVAILABILITY & COST: Center for the Study of Aging and Human Development
Duke Medical Center
Durham, North Carolina 27710
Cost: not specified

PUBLICATION DATE: c. 1976

MEDIUM: Three audiocassettes accompanied by three descriptive, eight-page pamphlets.

SUBJECT AREAS: Mental health; Rehabilitation

PROGRAM FUNDING: This cassette series was funded by the Center for the Study of Aging and Human Development with the support of Wyeth Laboratories.

PROGRAM DEVELOPMENT: This cassette series is the outcome of a multidisciplinary meeting which took place in Durham, North Carolina from May 22 through May 24, 1975. This meeting was the third in a series of national conferences held under the auspices of the Center for the Study of Aging and Human Development of Duke University.

APPLICATION

INTENDED USERS: (Trainers; Clinical practitioners; Students; University and community college faculty).
The developers state that this resource is designed as a conference teaching material for clinicians working with older persons. They believe it will most likely be of interest to physicians because the presented techniques can be integrated immediately into their clinical practice. The analysts specify appropriate users as students or practitioners in other mental health disciplines who are working with the elderly. Some clinical experience in psychotherapy or medicine is necessary for the user of this cassette series.

CONTEXTS: (In-service training; Workshops; Individualized settings; Formally organized courses).
The developers specify that this cassette series is designed for workshops, individual exchange and formal group sessions within a three-day conference period. The audiocassettes could be effectively utilized in self-paced instruction or in a single three-hour session with possible follow-up group discussion of the taped material. Additionally, the cassettes may be used as adjunct material in psychotherapy or pharmacopsychiatry courses.

PURPOSE: The conference chairman, Dr. Eric Pfeiffer states that the purpose of the conference cassette material is to provide clinicians working with older adults with some new tools and techniques for practical recognition and management of older patients with mental illness. The conference purpose was to disseminate this available knowledge to a broader range of clinicians.

GOALS & OBJECTIVES: The developers state that the specific objectives of the audiocassette programs are:

- To teach clinicians how to modify individual psychotherapy to make it applicable to the elderly;
- To teach clinicians how to modify group therapy techniques to make them applicable to ther elderly;
- To teach clinicians how to modify somatic therapies for the elderly mentally ill to achieve maximum benefit;
- To teach clinicians other important methods for managing and preventing disorders of aging; such as day care, milieu therapy, reality orientation;
- To teach clinicians how to prepare people to age successfully.

SCOPE

CONTENT SUMMARY: This audiocassette series of three tapes is organized around therapeutic uses of individual psychotherapy, group psychotherapy and somatic therapy in the treatment of elderly patients with mental illness. Assessment and treatment techniques specifically modified for elderly patients are presented for application by mental health clinicians and physicians.

CONTENTS: Cassette One: How to use individual psychother-

apy (Side one: 16 minutes; Side two: 14 minutes)

Pamphlet One: Individual psychotherapy
- Introduction (1 page)
- Conference goals (1 page)
- How to adapt individual psychotherapy to treat older patients successfully (2 pages)
- Six basic principles in working with older adults (2 pages)
- Another view of aging, G.L. Maddox, Ph.D. (2 pages)

Cassette Two: How to use group psychotherapy (Side one: 16 minutes; Side two: 14 minutes)

Pamphlet Two: Group psychotherapy
- Introduction (1 page)
- ". . . You can't count on dying" (1 page)
- How to adapt group psychotherapy to treat older patients successfully (3 pages)
- A look at the future—and an agenda for change (3 pages)

Cassette Three: How to use somatic therapies (Side one: 23 minutes; Side two: 23 minutes)

Pamphlet Three: Somatic therapies
- Introduction (1 page)
- Somatic therapies (7 pages)

CONTENT ANALYSIS: The analysts agree that the content of the cassettes is presented logically and effectively, facilitating the attainment of objectives. The scope and depth of the subject matter is sufficient for its stated purpose. The cassette material requires additional supplementary resources to qualify practitioners or conduct individual or group psychotherapy. The material on somatic therapies is specifically directed to physicians and nurse practitioners.

METHODOLOGY: (Seminars; Discussion groups; Individualized instruction).

The developers use an inquiry method and informal conversations of experienced clinicians discussing treatment techniques to present their content. This approach enhances the content by providing helpful hints for new practitioners. The pamphlets include stated goals and objectives as well as reviews and summaries. A cassette player is the only additional equipment needed to utilize this resource.

CRITIQUE

ANALYSTS' COMMENTS: The analysts agree that the three audiocassettes and accompanying pamphlets provide common sense suggestions that will be well received by trained practitioners encountering problems in working with the elderly mentally ill. The content is enhanced by the developers' competence and experience as therapists. The methodology is excellent for those clinicians who learn well from audiocassettes. These cassettes are also effective as a stimulus for discussion. The content of the third cassette may be most appropriate for physicians, but the first two cassettes are useful for social workers, psychologists, and other mental health practitioners. A specific strength of the resource is the review of the qualities of successful group leaders and group members. The developers' use of a positive, relatively simple therapeutic approach to the mental health problems of the elderly may be advantageous to the user. ▫

DEVELOPING A TRAINING PROGRAM FOR FAMILIES OF THE MENTALLY IMPAIRED AGED

IDENTIFYING INFORMATION

AUTHOR: Florence Safford

AVAILABILITY & COST: Isabella Geriatric Center
515 Audobon Avenue
New York, New York 10040
Cost: $4.50

PUBLICATION DATE: Not specified

MEDIUM: Print (manual) 56 pp.

SUBJECT AREAS: Mental health and rehabilitation; Long-term care facilities; Handicapped elderly; Family relationships

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This manual is based on the author's doctoral project at the Hunter College School of Social Work in a six week training program for relatives of the mentally impaired aged, conducted at Isabella Geriatric Center in New York City in January-February, 1976.

APPLICATION

INTENDED USERS: (Professionals in institutional care; Students; Administrators; Lay people; Family; Practitioners). The developers state that this manual was developed for use by professionals in the field of institutional services for the aged. It is designed to teach adults how to cope with the difficulties presented by mental impairment in their elderly relatives. The trainer will need both knowledge and experience in physical, social, and psychological characteristics of mental impairment, as well as functional knowledge of family theory, role theory, and the specialized function of formal organizations and the family. The analysts believe that this material would be appropriate for indirect use by practitioners, students, administrators, and friends of the mentally impaired elderly.

CONTEXTS: (In-service trainings; Workshops).

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The developers specify that this material be presented in a short-term training of 6 two-hour sessions or in other workshop and in-service training settings.

INTENT

PURPOSE: The developers state that this training was prepared for providers of care for the aged who want to expand services to families and responsible friends of the mentally impaired aged.

GOALS & OBJECTIVES: The overall goal of this program is to help families of mentally impaired aged deal more effectively with the problems experienced as a result of mental impairment of their elderly family member. Their stated objectives are:

- To help families with impaired kin in the community to function more effectively in the planning, assessment of decision making choices;
- To help families with relatives in long-term facilities, to deal more effectively with the institutional system;
- To teach families the essential knowledge and tasks associated with role assumption necessary to achieve a balance of shared function between the family and the formal organization in the care of the mentally impaired aged.

SCOPE

CONTENT SUMMARY: This training manual discusses current needs of the mentally impaired aged, the need for a responsive service delivery system, the nature of mental impairment in the aged, the design of the pilot training program, and an analysis of the results/implications of the pilot program. The manual also includes an extensive reference list.

CONTENTS:
Part One: Introduction (2 pages)
Part Two: Background of the problem and theoretical assumptions (8 pages)
Part Three: The nature of mental impairment in old age (10 pages)
Part Four: Design and dynamics of the training program (7 pages)

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Part Five: Conclusions and implications (12 pages)
Appendices:
- Announcement of program (1 page)
- Outline of program (1 page)
- Summary of significant principles (3 pages)

References (5 pages)

CONTENT ANALYSIS: The analysts agree that this material comprehensively covers the theoretical frame of mental impairment and family systems. For information on how to duplicate such a program and the sections on program content and evaluation are useable. Some professionals may find the content too basic. It may be more useful to have the design of the training program separate from the other descriptive and conceptual material.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction; Experiential instruction). The content is presented by means of textual information, case studies, and role plays. Included are stated goals and objectives, summaries, bibliographies, recommended follow-up activities, and appendices. The analysts specify that this material is appropriate as a resource for lectures; seminars; discussion groups; individualized or experiential instruction.

MEANS OF EVALUATION: Although a self-administered pre- and post-test questionnaire is mentioned in the pilot program, no means for evaluation are provided. The developers recommend using a satisfaction/dissatisfaction evaluation tool or tabulating number of sessions attended in lieu of a questionnaire to assess effectiveness of the program. Developing specific objectives with measureable outcomes may provide an effective means of evaluation.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this manual is useable and excellent for those involved with the mentally impaired aged. This resource combines sound theoretical orientation with professional experience and skill in developing a training approach to directly benefit the relatives of aging clients and indirectly benefit the aging clients. This model will develop increasing importance as larger numbers of aging persons decide to remain in their home communities and to utilize long-term care resources and day care centers. ▫

TRAINING EXERCISES TO IMPROVE INTERPERSONAL RELATIONS IN HEALTH CARE ORGANIZATIONS

IDENTIFYING INFORMATION

AUTHOR: Cono Casella

AVAILABILITY & COST: Panel Publishers
14 Plaza Road
Greenvale, New York 11548
Cost: not specified

PUBLICATION DATE: c. 1977

MEDIUM: Print (trainees' manual) 404 pp.
Print (trainer's manual) 39 pp.

COMPONENTS: Training Exercises to Improve Interpersonal Relations in Health Care Organizations
Part One: Trainees (404 pages)
Part Two: Trainers (39 pages)

SUBJECT AREAS: Administration; Communication skills

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: Preparation and testing of the training exercises contained in the handbook was done in cooperation with the author's students.

APPLICATION

INTENDED USERS: (Trainers; Students; Educators; Administrators; Practitioners; Health care personnel). The developer states that this resource is appropriate for use by professionals who train health care personnel. The analysts specify that it is also suitable for students, educators, and administrators. This book is indirectly suitable for all health care personnel. Familiarity with personnel administration and experience in group and organizational training would be helpful. The material is college level.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Conferences; Individualized settings). The developer states that this resource is designed for direct use in training programs, or in conjunction with other teaching techniques. The analysts specify that it is also appropriate for use in in-service trainings, formally organized courses, workshops, conferences, and for individualized settings. Each of the thirty-six training sessions indicate specific time allotments, varying from one to five hours.

INTENT

PURPOSE: The developer states that the purpose of this resource is to train personnel to become more proficient in dealing with others so they will have the interest and ability to extend improved health care to those who need it.

GOALS & OBJECTIVES: The developers' specific objectives are:

- To improve the interpersonal relations that flow out of health care organizations;
- To provide training materials with supporting written material which health care practitioners can study;
- To help the user identify some of the barriers that impede their effective dealings with others.

SCOPE

CONTENT SUMMARY: This manual presents a series of training exercises that deal with group dynamics, organizational structure, communication, problem solving, leadership roles, organizational management, and interpersonal effectiveness. Each section has experiential exercises to help the user understand and incorporate the material.

CONTENTS:

Introduction: Getting acquainted (6 pages)

Part One: Career and personal goal-setting (8 pages)
Chapter One: The individual in the group (28 pages)
Chapter Two: The individual in organizations (20 pages)
Chapter Three: Interpersonal communication (26 pages)
Chapter Four: Organizational communication

(32 pages)
Chapter Five: What is the problem? (28 pages)
Chapter Six: What is the solution? (24 pages)

Part Two: Career and personal goal-setting (6 pages)
Chapter Seven: Leadership (30 pages)
Chapter Eight: Controlling and evaluating (52 pages)
Chapter Nine: Conflict management (36 pages)
Chapter Ten: Organizational climate (26 pages)
Chapter Eleven: Management innovation and change (57 pages)

Part Three: Career and personal goal-setting (20 pages)
Operation Feedback (4 pages)
Bibliography (2 pages)
Index (2 pages)

CONTENT ANALYSIS: The analysts believe that the contents are communicated logically and effectively. The approaches used give opportunity for practice and skill building and the variety of exercises for each content area allows sufficient coverage of each topic discussed. Each session is well-developed, and may be used as a complete package by itself. Although the author presents his own interpretation of various complex psychosociological theories, all basic factors affecting interpersonal communications in a helath care setting are examined. The language of materials is somewhat above the level of most nonprofessionals in health care organizations, but the contents will be useful in a variety of settings.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction; Experiential instruction). The contents are presented by means of textual information, role play, case studies, inquiry method, and various group activities. Included in the text are stated goals and objectives, post-exercise feedback questionnaires, practice questions, bibliographies, rating scales, feedback checklists, and problem analysis forms. An instructor's guide for trainers accompanies this training manual. The analysts specify that this material is suitable as a resource for lectures, seminars, discussion groups, individualized and experiential instruction. A blackboard or flipchart should be available and films may be used to reinforce some content areas. Video tape equipment may be utilized for some activities but is not an essential.

MEANS OF EVALUATION: Means of evaluation include post-exercise feedback questionnaires, which measure what each participant gained from the exercise, checklists, and rating scales. Each exercise has some form of evaluation at the close of the session.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe this to be an excellent training manual that is suitable for many types of communication training programs. The clear organization of the material allows a group leader with minimal facilitation experience to use it successfully. Due to the fact that this resource is not specifically designed for the elderly, some additional materials on aging may prove helpful to the user. This manual is excellent for its intended purpose in helping health care personnel improve interpersonal communications. ▫

GERONTOLOGY PRACTITIONER MANUAL: Self Maintenance Skills

IDENTIFYING INFORMATION

AUTHORS: Melissa Zerbe
Tom Hickey

AVAILABILITY & COST: The Gerontology Center
Amy Gardner House
The Pennsylvania State University
University Park, Pennsylvania 16802
Cost: not specified

PUBLICATION DATE: c. 1976

MEDIUM: Print (manual) 136 pp.

SUBJECT AREAS: Biological and physiological aspects of aging; Long-term care facilities

PROGRAM FUNDING: This training module was funded by the Pennsylvania Legislature's annual appropriation to the Pennsylvania State University, and by the Department of Public Welfare of Pennsylvania.

PROGRAM DEVELOPMENT: This manual was prepared at the Gerontology Center of the Pennsylvania State University as the second volume in a series of programmed short-term training modules on gerontology.

APPLICATION

INTENDED USERS: (Trainers; Nursing care staff; Home health workers).

The developers wrote this training module for health personnel who are responsible for the physical care of elderly persons. Instructors using this manual are assumed to be registered nurses or health personnel trained in basic care principles of the elderly and in behavior modification theory.

CONTEXTS: (In-service training; Formally organized courses; Workshops; Individualized settings).

The developers designed this manual for in-service training or workshops in health care facilities. A workshop using this manual would include six three-hour sessions. The module may be adapted to formally organized courses or self paced instruction within a fifteen to twenty hour time frame.

INTENT

PURPOSE: The developers state that this training manual is designed to provide the health worker with theoretical and practical knowledge about the aging patient, as well as a teaching vehicle for improving the elderly patient's self-maintenance skills.

GOALS & OBJECTIVES: The developers state that the specific objectives of this manual are:

- To provide the health worker with an introduction to self-maintenance and aging;
- To provide the health worker with the basic principles of learning theory;
- To provide the health worker with a method of teaching by which theoretical knowledge about the aging process can be applied to practical self-maintenance teaching.

SCOPE

CONTENT SUMMARY: This detailed manual uses a theoretical framework based on learning theory and behavior modification principles to teach health care workers how to facilitate and assess elderly patients' self-maintenance skills.

CONTENTS:

Introduction (3 pages)
Chapter One: General training instructions
A. Trainer and trainee qualifications (1 page)
B. Facilitating adult learning (10 pages)
C. Facilitating group discussion (8 pages)
D. Evaluation (1 page)
Chapter Two: Self-maintenance skills for the elderly
Unit One: An introduction to self-maintenance, aging and

learning theory (15 pages)
Unit Two: Planning a learning strategy (15 pages)
Unit Three: Mobility (19 pages)
Unit Four: Alimentation (17 pages)
Unit Five: Special senses (12 pages)
Unit Six: Energy, tolerance and homeostasis (8 pages)

Appendices:
- Self-maintenance: A theoretical framework (10 pages)
- Assessment tools (4 pages)
- Dealing with problems of mobility (13 pages)
- Dealing with problems of alimentation (6 pages)

Bibliography (2 pages)

CONTENT ANALYSIS: The analysts agree that the scope of the subject matter is sufficient for the developers' stated purpose. The content is presented logically and effectively in six training session units which may be helpful to any trainer of direct care staff. The didactic material is accurate and presented at an appropriate level. The content succeeds in facilitating behavioral and cognitive objectives.

METHODOLOGY: (Lectures; Seminars; Individualized instruction; Experiential instruction).
The developers use programmed instruction, textual information and outlines to present training content. The outlining approach assists the instructor in teaching all specific areas of self-maintenance in relatively few pages. Also included in the manual are stated goals and objectives, summaries, practice questions, bibliographies, follow-up activities and visual aides. These learning aides and instructions for trainers are effective. The manual may be enhanced with additional bibliographic material on values and teaching methods in health care.

MEANS OF EVALUATION: The developers include several evaluation methods for trainees. The methods include objective pre and post tests and self-evaluation checklists to effectively measure expected learning outcomes.

CRITIQUE

ANALYSTS' COMMENTS: The analysts agree that this manual provides an effective outline to teach health care workers how to improve the self-maintenance skills of their elderly patients. The didactic material follows a logical sequence while allowing for flexible trainer creativity in lecture content. An experienced instructor with specific health teaching background would be best able to use the manual. Including a sample teaching plan in the appendix may assist the less experienced trainers. Strengths of the manual include; the clarity of the content, the distinct print and cover format, and the effectiveness of the pre and post tests for trainees. ▫

SENSORY DEPRIVATION AND THE ELDERLY

IDENTIFYING INFORMATION

AUTHORS: Tom Hickey
Betty Fatula

AVAILABILITY & COST: The Gerontology Center
Amy Gardner House
The Pennsylvania State University
University Park, Pennsylvania 16802
Cost: $12.00

PUBLICATION DATE: c. 1975

MEDIUM: Print (manual) 88 pp.

SUBJECT AREA: Psychological and sociological aspects of aging

PROGRAM FUNDING: This training module was funded by the Pennsylvania Legislature's annual appropriation to The Pennsylvania State University and by the Department of Public Welfare of Pennsylvania.

PROGRAM DEVELOPMENT: The manual was prepared at The Gerontology Center as one in a series of programmed short-term training modules on gerontology.

APPLICATION

INTENDED USERS: (Trainers; Institutional personnel; Agency personnel; Volunteers; Community workers). The developers state that this manual is intended for institutional personnel, agency personnel, volunteers, community workers or individuals related to aged family members. The analysts view this manual as primarily suited for trainers, new practitioners, social work students, and senior center personnel. Trainers using the manual should have a working knowledge of gerontology, principles of adult learning, and group dynamics. Students using this manual should have some experience interacting with older adults, as well as some knowledge of the biological, psychological, and social aspects of aging.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops). The developers designed the program for in-service training, but the analysts note that it could be adapted to be used in formally organized courses or workshops if videotape equipment is available. This program is designed for approximately three and a half hours of training, but the developers state each of their learning objectives could be dealt with individually for extended periods of time.

INTENT

PURPOSE: The developers' stated purpose is to improve the communication and social interaction between the elderly and those persons interested in and/or working with them.

GOALS & OBJECTIVES: The developers specify the following specific learning objectives:

- To introduce trainees to changes in sensory modalities;
- To instruct trainees regarding environmental adaptation;
- To introduce trainees to concepts of territoriality;
- To introduce trainees to concepts of proxemics or personal space.

The analysts agree that attitudinal changes should occur as the program creates awareness of how internalized attitudes contribute to communication distortion. Behavioral objectives include encouraging trainees to use more empathic insight. Cognitive objectives include making trainees aware that they can effect positive environmental changes for the elderly.

SCOPE

CONTENT SUMMARY: This manual presents detailed training instructions and exercises on sensory deprivation, communication and spatial interaction as they relate to social interactions with the elderly.

CONTENTS: Introduction (9 pages)

Chapter One: General training instructions (21 pages)

Chapter Two: Sensory deprivation and the elderly
Unit One: Concept of sensory deprivation and

its environmental effects (16 pages)

Unit Two: The environment as a communicator (8 pages)

Unit Three: Communication distortion through personal spatial behavior (3 pages)

The sensory deprivation module: closing remarks (7 pages)

Appendices:
- Sensory impairment chart (1 page)
- Empathic exercise No. 1 (1 page)
- Color response chart (1 page)
- Color response chart (1 page)
- Questions for discussion groups (1 page)
- Empathic exercise No. 2 (1 page)
- Questions for "B's" (1 page)
- Questions for "A's" (1 page)
- Proxemics chart (1 page)
- Form A (6 pages)
- Form B (6 pages)
- Human development continuum chart (1 page)
- Directions for making the cards and envelopes required for simulation exercise No. 1 (2 pages)

Reference notes (2 pages)

CONTENT ANALYSIS: The analysts agree that the scope and depth of the subject matter is sufficient for the short term training objectives. The material is presented effectively and in a logical detailed sequence. Some familiarity with the language of social psychology may be necessary for trainers using this material. The program may be enhanced by including more specific documented changes in color vision and additional material on other important sensory losses such as taste and smell.

METHODOLOGY: (Lectures; Seminars; Videotape presentations; Individualized instruction; Experiential instruction). The content is presented via textual information, role plays, exercises, film scripts and the inquiry method. Included in the text are stated goals and objectives, reviews, practice questions, recommended follow-up activities, visuals, and exercises. The analysts note that the specific detailed directions for preparing program materials are excellent. One analyst suggests substituting several layers of Saran Wrap for the recommended "goggles" which may be unavailable. Using the half hour "break" for additional sensory simulation exercises, such as blindfolded tasting of refreshments, might expand the learning experience. Additional materials needed for the program include the film, "Make a Wish," a projector, earplugs, and a television.

MEANS OF EVALUATION: The evaluation material included in the program effectively measures the desired outcomes. Evaluation methods include objective tests, self evaluation checklists, and case studies with questions.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this training module is an effective means to combat age stereotyping by combining emotional, factual and experiential impact learning. The program goes beyond intellectual learning to become internalized by participants. The manual may be used as a taped program with personal interaction for effective workshop programming. The section on "Environment as Communicator" is particularly useful in alerting the practitioner to his/her potential impact on the environment. Expanding the depth of theoretical background needed by trainers and using less complex terminology would make the resource more effective. ▫

LOSS REACTION AND GRIEF MANAGEMENT

IDENTIFYING INFORMATION

AUTHORS: Tom Hickey
Paul Axinn
Betty Fatula
Dennis R. Hameister

AVAILABILITY & COST: The Gerontology Center
Amy Gardner House
The Pennsylvania State University
University Park, Pennsylvania 16802
Cost: $12.00

PUBLICATION DATE: c. 1976

MEDIUM: Print (training manual) 173 pp.

SUBJECT AREAS: Psychosocial aspects of aging; Death and dying; Long-term care facilities; Widowhood

PROGRAM FUNDING: This manual was funded by the Pennsylvania Legislature's annual appropriation to The Pennsylvania State University and by the Pennsylvania Department of Public Welfare.

PROGRAM DEVELOPMENT: This manual was developed by the Gerontology Center of The Pennsylvania State University as the fourth volume in a series of programmed training modules on gerontology.

APPLICATION

INTENDED USERS: (Trainers; Students; University and community college educators; Practitioners; Older adults; Clergymen; Administrators; Nursing personnel). The developers state that this training module is designed for teachers of human service workers. The analysts believe it could also be used by clergy, hospital and nursing home administrators, pastoral counselors and nursing personnel. In order to achieve maximum benefit, trainees must be able to share feelings in small group discussion. Instructors using this programmed module may benefit from clinical knowledge of gerontology and previous experience with the terminally ill. However, the developers state that instructors need teaching and small group leadership skills more than a familiarity with gerontological literature.

CONTEXTS: The developers specify that the material is designed for a series of six, two-hour workshop sessions. The format requires trainees to participate in small group discussions. For this reason, the developers state that the module is designed to accommodate no more than fifteen to thirty-two participants.

INTENT

PURPOSE: The developers state that the purpose of the module is to evoke in human service workers a more open attitude on the subject of death.

GOALS & OBJECTIVES: The developers specify that their teaching objectives are:

- To change human service workers' attitudes toward death;
- To train human service workers to deal more effectively with the dying and bereaved;
- To help human service workers learn to generalize their understanding of the crisis aspects of death and to deal more effectively with other personal or client life crises.

SCOPE

CONTENT SUMMARY: The module begins with a discussion of the special qualities required of the trainer and participant in this workshop series. It then provides an introduction to the principles of group discussion, adult learning, and the measurement of learning objective outcomes. The trainee is then introduced to general information on death in American society, death in institutional settings, the steps in adjustment to death, the grief process resolution, and reactions to role loss. Finally, the module provides the participant with a method to apply the content to deal more effectively with the dying and bereaved.

CONTENTS: Introduction (3 pages)

Chapter One: General training instructions
- A. Trainer and trainee qualifications (1 page)
- B. Facilitating adult learning (9 pages)
- C. Facilitating group discussion (7 pages)
- D. Evaluation (1 page)

Chapter Two: Loss reaction and grief management
Session One: Introduction to death in American society (4 pages)
Session Two: Death in the institutional setting (4 pages)
Session Three: The stages of adjustment to death (4 pages)
Session Four: The grief process and its resolution (4 pages)
Session Five: Role loss and loss reaction (8 pages)
Session Six: Application of knowledge about death (2 pages)

Appendices:
- A. Pretest (4 pages)
- B. Posttest (4 pages)
- C. Five stages of death (2 pages)
- D. Interviews by Elizabeth Kubler-Ross (51 pages)
- E. Role priority (1 page)
- F. Human development continuum chart (1 page)
- G. The right-to-die checklist (1 page)
- H. Reprints (68 pages)
  - "The problem of death and dying in the geriatric"
    K. Wolfe (12 pages)
  - "Institutional care of the terminally ill"
    Sr. Z.M. Cotter (15 pages)
  - "When patients die: Some nursing home problems"
    J.C. Quint (12 pages)
  - "Administrator helps determine the quality of dying"
    J.R. Kramer (8 pages)
  - "The terminal patient and his family"
    H.K. Branson (7 pages)
  - "The 'empty nest': A transition within motherhood"
    D. Spence and T. Lonner (14 pages)

Bibliography (2 pages)

CONTENT ANALYSIS: Analysts agree that the scope of the content is appropriate, presented effectively and in a logical sequence. Each training session begins with "Trainer Preparation" material, a concise statement of objectives and a clear outline. Time frames, background material and hand-outs are provided for each small group discussion. The content is augmented if the instructor uses the additional suggested films and tapes. The content may be further strengthened by adding material on pathological loss reactions and more direct counseling techniques for working with the terminally ill and grieving families. The bibliography may also be strengthened by including additional journal resources such as *The Journal of Death Education, Omega,* and writings of the English psychiatrist, Dr. Easson. The strength of this manual lies in its focus on the special needs of the adult learner. These principles of adult learning then provide a framework for teaching effective leadership techniques for the small group discussions.

METHODOLOGY: (Lectures; Seminars; Individualized instruction).
The developers use textual information, case studies, programmed experiential instruction and carefully selected audio-visuals to present content. This manual includes stated objectives, summaries, practice questions, hand-outs and bibliographies. Each session includes suggested books, relevant article reprints, suggested film sources, and discussion questions. This methodology enhances the integration of the six sessions, thereby allowing each segment to build upon others. All these learning aides plus the instructors' directions are effective in facilitating the desired behavioral, affective and cognitive learning outcomes. This manual can be appro-

priately used in lectures, seminars, or individualized instruction.

MEANS OF EVALUATION: The developers include pretest/posttest questionnaires and self evaluation checklists. However, a scoring key is not included in the manual to assess whether the evaluation methods measured separate outcomes.

CRITIQUE

ANALYSTS' COMMENTS: This manual is recommended by all the analysts as an excellent introduction to concepts of grief and loss. The manual is a practical guide for students and human service workers in geriatric or hospital settings struggling and motivated to deal with the tough issues of death and bereavement. It is clearly, sequentially and concisely written. This training module could easily be expanded to include further sessions for more direct practice of specific counseling skills. ▫

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Reports

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EDUCATION AND TRAINING IN AGING: A Practical Guide for Professionals*

IDENTIFYING INFORMATION

AUTHOR: Ginger M. Walmsley

AVAILABILITY & COST: Rocky Mountain Gerontology Center
University of Utah
Salt Lake City, Utah 84112
Cost: not specified

PUBLICATION DATE: 1975

MEDIUM: Print (guide) 149 pp.

SUBJECT AREAS: General aspects of aging; Programs; Education for aging

PROGRAM FUNDING: This guide was supported by a grant from the Administration on Aging entitled "Regional Symposia for Faculty and Others Conducting Courses in Aging."

PROGRAM DEVELOPMENT: The papers in this volume were developed for three workshops conducted by the Rocky Mountain Gerontology Center during 1974 and 1975.

APPLICATION

INTENDED USERS: (Educators; Students; Trainers; Administrators; Practitioners; Older adults).
The developers state that this resource is intended for educators, trainers, and those responsible for developing short-term educational programs in the field of aging. The analysts specify that it is also appropriate for students, administrators, practitioners, older adults, and those interested in the field of short-term training or in obtaining a brief overview of aging. This material is suitable for indirect use by upper level undergraduate students and requires some knowledge of social sciences and aging.

CONTEXTS: (Formally organized courses; Workshops; Individual settings).
The analysts specify that this guide is suitable for use in formally organized courses, workshops, or in individualized settings. It may be used for structured settings in several two to three hour sessions with discussions following or at a self-paced rate.

INTENT

PURPOSE: The developers state that this resource is designed to guide those who have the difficult task of constructing useful and exciting short-term training programs.

GOALS & OBJECTIVES: The specific objectives of this guide are:

- To help the user develop short-term educational programs in the field of aging;
- To help the user design conferences, workshops, and short courses on aging.

SCOPE

CONTENT SUMMARY: This collection of seventeen papers examines education for aging including information on learning abilities in later life and the implications for education; describes program planning techniques for short-term training in aging and offers field-tested guidelines for conceptualizing and implementing programs; lists bibliographic and reference resources on basic gerontology, organizations, and publications in gerontology; and describes the symposia project funded by AoA.

CONTENTS:
Part One: Introduction
G.M. Walmsley (4 pages)
Part Two: Education for aging
- Education for aging: A life-span approach
H.M. Atwood (8 pages)
- Learning in the later years: Current findings and their implications
H.Y. McClusky (6 pages)
- Viewpoints on goals, strategies, and roles in education for aging
  - Elementary and secondary education
H.M. Atwood (2 pages)
  - Higher Education

*Available from SCAN, Rockville, MD (See page vi).

M.A. White (4 pages)
- Retirement planning
  G.B. Marsh (2 pages)
- Educational programs for older adults
  L.E. Hixon (2 pages)
- Bibliography on education for aging
  G.M. Walmsley (6 pages)

Part Three: Resources for short-term training in aging
- The unique aspects of short-term teaching: How to teach the "how-to's" to the doers
  L.G. Swack (6 pages)
- A model for short-term training
  M.D. Hansen (4 pages)
- Planning educational conferences
  Q.H. Gessner (6 pages)
- Needs assessment and objectives setting in short-term training
  P.B. Robinson (3 pages)
- Simulation games and adult education
  L. McKenzie (4 pages)
- Assessment and evaluation in continuing education: Four quick and dirty devices
  H.J. Alford (4 pages)
- Bibliography of resources for trainers in aging
  G.M. Walmsley (3 pages)

Part Four: Resources in gerontology
- Public policy and the aging: A progress report
  D.K. Kilmer (7 pages)
- Long-term care for the elderly: Recent developments
  V.J. Halamundaris (6 pages)
- Bibliographies for gerontologists
  (Developed by Rocky Mountain Gerontology Center Trainees)
  (14 pages)
- Gerontology resource directory — Organizations and publications
  (Developed by Rocky Mountain Gerontology Center Staff)
  (8 pages)
- Statistical profiles of persons aged 65 and over
  (Developed by Rocky Mountain Gerontology Center Staff)
  (6 pages)

Part Five: Project description and evaluation
G.M. Walmsley (22 pages)

Part Six: Appendices
- Agendas (5 pages)
- Needs assessments forms (2 pages)
- Evaluation instruments (7 pages)
- Participant lists (4 pages)

CONTENT ANALYSIS: The analysts believe that the contents are objectively presented. This material will need to be updated periodically due to legislative changes. A broad overview is presented in each paper. The third section of this publication on resources in gerontology is a most practical and beneficial part of the text for utilizing information for education and training in aging. The text has excellent and useable bibliographies and appendices describing various resources in gerontology and the symposia project.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).
The contents are presented via textual information. Included in the text are stated goals and objectives, some summaries, bibliographies, tables, and appendices. The analysts specify that this resource is suitable as a resource for lectures, seminars, discussion groups, and individualized study.

MEANS OF EVALUATION: The developers have included a pre-session questionnaire to examine knowledge about short-term training and gerontology as well as program evaluation forms to measure the level of success in meeting program objectives.

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CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource contains insightful articles on various aspects of aging related training topics. This publication may be most useful to professionals in colleges and universities who are directly responsible for short-term adult education; especially continuing education. Part three provides a practical "how-to" guide for putting short-term workshops and conferences together. Although the bibliographies serve as an excellent reference to resources in various aspects of gerontology, further integration with the other papers collected in the document may allow for expanded use of the resource. ▫

AN AGING SERVICES PROGRAM: A Master Plan for a Mental Health Center

IDENTIFYING INFORMATION

AUTHOR: Judith Ann Jackson

AVAILABILITY & COST: Center for Studies in Aging
North Texas State University
P.O. Box 13438
Denton, Texas 76203
Cost: not specified

PUBLICATION DATE: 1978

MEDIUM: Print (report) 76 pp.

SUBJECT AREAS: Mental health/rehabilitation

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This resource is a master plan developed for an aging services program for the North Central Arkansas Mental Health Center.

APPLICATION

INTENDED USERS: (Students; University and community college educators; Administrators; Practitioners). The developer states that this resource is a guide for administrators and practitioners of community mental health centers serving the elderly. The analysts specify that this report is also appropriate for University and Community College educators and their students studying mental health services for the elderly. The educators, and possibly the students themselves, will benefit from background knowledge of mental health service delivery.

CONTEXTS: (In-service trainings; Workshops; Individualized settings).
The analysts infer that this resource be used for individualized self-paced study. The analysts specify it is also appropriate as a guide for a one hour workshop or in-service training.

INTENT

PURPOSE: The purpose of this resource is to define and develop a model program for Mental Health service delivery to older persons through evaluation of the North Central Arkansas Mental Health Center program.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To clarify the definition and parameters of both "comprehensive" and "specialized" community mental health services to older adults;
- To provide a guide for community mental health centers striving to develop services to older adults which meet the intent and regulations of the Federal guidelines;
- To provide a brief history of the mental health and aging movements;
- To provide a description of a new Mental Health Center program for older adults.

SCOPE

CONTENT SUMMARY: This resource includes definitions of "mental health," "aging," and "comprehensive" services; a description of a possible comprehensive mental health service for older persons; and a description of the beginnings of such a service at the North Central Arkansas Mental Health Center.

CONTENTS:

Chapter One: Mental health and aging
Topic One: Introduction (3 pages)
Topic Two: History (4 pages)
Topic Three: Service models (4 pages)
Topic Four: Definitions (5 pages)

Chapter Two: An aging services program (5 pages)

Chapter Three: The North Central Arkansas Mental Health Center
Topic One: Area description (3 pages)
Topic Two: Relationship between agencies (2 pages)
Topic Three: Mental health services (2 pages)
Topic Four: Needs assessment (2 pages)
Topic Five: Current programs (3 pages)
Topic Six: Planned programs (8 pages)

Appendices:

- Statement from the *Federal Register* concerning specialized services for the elderly (1 page)
- State location map (1 page)
- Population figures (3 pages)
- Overview of service agencies and services for the region and by county (21 pages)
- Selected data from needs assessment (4 pages)

Bibliography (2 pages)

CONTENT ANALYSIS: The content of this resource is communicated logically, objectively, and accurately. The scope and depth of the content is limited, but sufficient for a novice user. Experienced users, with community mental health background, may find the explanations, mental health jargon, and cliches less useful.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction).
The contents are presented by use of textual information. Included in the text are tables and a bibliography for additional learning aides. The analysts specify that this report might be used as a resource for lectures, seminars, discussion groups or individualized instruction. Analysts disagree as to whether this resource would best be utilized as a training manual or as a strictly descriptive research report.

CRITIQUE

ANALYSTS' COMMENTS: This report presents an interesting case study or model for mental health personnel who are developing mental health services for older adults. It is probably best suited as background reading for planning a mental health center program. ▫

CONTINUING EDUCATION IN MENTAL HEALTH FOR PERSONNEL OF NURSING HOMES

IDENTIFYING INFORMATION

AUTHORS: Cora A. Martin
Bruce London

AVAILABILITY & COST: Center for Studies in Aging
North Texas State University
Denton, Texas 76203
Cost: not specified

PUBLICATION DATE: 1977

MEDIUM: Print (report) 120 pp.

SUBJECT AREAS: Mental health/Rehabilitation; Psychological and social aspects of aging; Long-term care facilities

PROGRAM FUNDING: This project was supported by a grant from the National Institute for Mental Health (RFP No. NIMH-DMTP-72-158).

PROGRAM DEVELOPMENT: This training handbook was development and field tested in training workshops on Continuing Education for Mental Health in nursing homes in Arkansas, Oklahoma, Texas, and New Mexico between 1972 and 1974.

APPLICATION

INTENDED USERS: (Trainers; Educators; Administrators; Practitioners; Students).
The developers state that this manual is designed for those who are involved with the mental health training for nursing home personnel. The analysts specify that this report is appropriate for trainers, university and community college educators, administrators, practitioners, and students in two and four year health professional programs. Having administrative and/or adult education teaching and planning skills will benefit the user.

CONTEXTS: (Formally organized courses; Workshops).
The analysts specify that this report is suitable for use in formally organized courses and in workshops with two seven-hour sessions.

INTENT

PURPOSE: The developers specify that the purpose of this book is to report the results of a two year project completed by a university-based aging center to train nursing home workers (professionals and paraprofessionals) in mental health concepts and techniques.

GOALS & OBJECTIVES: The overall goal of this material is to improve the quality of life of nursing home residents. The specific objectives are:

- To increase the awareness of personnel of the psychosocial aspects of long-term care;
- To develop or improve the skills of personnel in identifying and meeting mental health needs of residents;
- To develop an awareness of and ability to deal with the special needs of the mentally impaired;
- To facilitate a closer working relationship with mental health facilities, especially community mental health centers;
- To encourage the development of continuing education programs in nursing homes.

SCOPE

CONTENT SUMMARY: The four sections of this report consider the topics of reality orientation, remotivation, team approach, behavior modification, attitude therapy, activities, use of volunteers and community resources for improving mental health skills of personnel in long-term care facilities. An extensive appendix is included with activities, exercises, attitude scales, and program evaluation forms.

CONTENTS: Chapter One: First project year (12 pages)
- Program design
- Specific program objectives
- Curriculum and training methods
- Format
- Evaluation procedures

Chapter Two: Findings (8 pages)

- Descriptions of participants
- Problem ranking
- Treatment modality programs
- Summary and implications

Chapter Three: Second project year (46 pages)
- An analysis of Conferences on Mental Health Services and Consultation to Nursing Homes
- Region VI Conference
- Arkansas Conference
- Texas Conference
- New Mexico Conference
- Summary

Chapter Four: Supplementary activities (4 pages)

Appendix: (46 pages)
- Problems questionnaire
- Attitude toward aging scale
- Job performance scale
- Institutional climate scale
- Sample agenda part I and part II
- Small group problem solving exercise
- Bessie Brown fact sheet
- Questionnaire for direct service personnel
- Evaluation packet
- Conference evaluation form
- Selected letters from facilities

CONTENT ANALYSIS: The analysts believe that this manual is communicated logically and effectively. The emphasis which the text gives on team building and therapeutic milieu is excellent. Additional instructions for the learning aids; additional information on communication; an outline; and more systematic organization of the material would strengthen the contents. However, the language is straightforward and succinct, and the section on program design is excellent and useable.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Experiential instruction).
The contents are presented by use of textual information, case studies, role plays, and the inquiry method. Included in the text are stated goals and objectives, bibliographies, recommended follow-up activities, questionnaires, conference evaluation samples, sample agenda for a training program, and problem solving exercises. The analysts advise using this book as a resource for lectures, seminars, discussion groups, or experiential learning. Guest lecturers, as well as films such as "Mrs. Reynolds Needs a Nurse," "Peege," and "The Priority Method" could be effectively used with this resource.

MEANS OF EVALUATION: Means of evaluation include objective tests and a questionnaire which are included in an evaluation packet. The evaluation tools measure three of five stated objectives. The two that are not measured are related to ongoing projects and are to be used in conjunction with those projects.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource is most suitable for administrators and workshop coordinators to use in developing programs and workshops. Problems concerning organization, implementation, and interpersonal relations are useful. This manual presents a realistic picture of the necessary planning involved in mental health for nursing home personnel. Additional summaries and more complete instructions on use of the learning aids would make this manual more useable as a training resource. As it is, this manual has practical utility to administrators of training programs and workshops. ▫

PERSONNEL TURNOVER IN LONG-TERM CARE FACILITIES

IDENTIFYING INFORMATION

AUTHORS: Melvin A. White
Max L. Carruth
Josephine M. Kasteler

AVAILABILITY & COST: Rocky Mountain Gerontology Center
University of Utah
Salt Lake City, Utah 84112
Cost: not specified

PUBLICATION DATE: 1977

MEDIUM: Print (report) 51 pp.

SUBJECT AREAS: Long-term care facilities; Employment; Administration

PROGRAM FUNDING: The report of a study conducted by the Rocky Mountain Gerontology Center was supported and published by a research grant from the Office of Long-Term Care Facilities, Department of Health, Education and Welfare, Region VIII, Denver, Colorado.

APPLICATION

INTENDED USERS: (Administrators; Staff development consultants in long-term care facilities).
The developers direct this report to administrators and staff development consultants in long-term care facilities. These users may benefit by having ability to utilize research findings in applied settings.

CONTEXTS: (In-service trainings; Individualized settings).
The developers state that this report is appropriate for self-paced instruction in individualized settings. The analysts specify that this report would also be appropriate for in-service dialogue.

INTENT

PURPOSE: The purpose of this report is to describe an exploratory study of factors relating to high personnel turnovers in long-term care facilities and to suggest possible solutions to the problem.

GOALS & OBJECTIVES: The specific objectives of this report are:

- To assess the overall turnover rate of nursing home personnel in urban and rural Utah;
- To determine the differential turnover rates for various classifications of nursing home personnel by discipline or service area;
- To determine specific reasons nursing home personnel leave positions in these facilities: (1) From the perspective of nursing home administrators and '2) from the perspective of the terminating employees;
- To discover what kind of new employment the worker has turned to after leaving the nursing home;
- To recommend changes within the structure or function of the nursing home that may reduce staff turnover and increase worker satisfaction.

SCOPE

CONTENT SUMMARY: This report describes a study of data collected from eighty three Utah nursing home administrators and four hundred twenty six terminated nursing home employees. The developers attribute the ninety six percent turnover rate to poor pay, under-staffing, lack of hiring criteria, few advancement possibilities, low job satisfaction, and the unpleasant, depressing work. This turnover is described as an on-going, descriptive problem which requires a multifaceted solution.

CONTENTS:
Background and problem (4 pages)
Purpose (1 page)
Specific objectives (1 page)
Method (4 pages)
Results (17 pages)
Summary (4 pages)
Discussion (4 pages)
Recommendations (4 pages)
References (2 pages)
Appendices: • Sample cover letter (1 page)

- Administrator's questionnaire (5 pages)
- Terminated employee questionnaire (3 pages)

CONTENT ANALYSIS: The content is presented logically and effectively; sufficient for its stated purpose. The material is accurate and objective, although the results of the study may not be generalizable due to the geographic sampling bias. The developers recognize this limitation, and they conclude that more research is needed in a variety of settings to further define the turnover problem. Although the developers make few attempts to translate their findings into practice suggestions, the data does suggest some positive effects of in-service training in lowering staff turnover and increasing employee satisfaction.

METHODOLOGY: (Information reference). The contents are presented via textual information. Included within the text are stated objectives, summaries, bibliographies, charts, tables, sample questionnaires, with recommended follow-up activities. The analysts state that this report is most appropriate as an information reference. An administrator or in-service coordinator may be able to implement the recommendations in their programs.

MEANS OF EVALUATION: The developers use questionnaires to measure the rate of turnover of long-term care personnel in rural and urban Utah, and the differential turnover rates based on job classification.

CRITIQUE

ANALYSTS' COMMENTS: This resource is an exploratory research report of a descriptive study of personnel turnover in nursing homes. The report is timely and adequate in substantiating much "felt" information in the area. Its findings support the need for improved communication between administration and long-term care staff, and increasing employee benefits and mobility. The developers conclude that increased employee satisfaction will result from more realistic expectations, and the employee's greater understanding of his/her role. This material may best be used in orientation and in-service training. ▫

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NEVER TOO OLD TO TEACH

IDENTIFYING INFORMATION

AUTHORS: Judith Murphy
Carol Florio

AVAILABILITY & COST: Academy for Educational Development, Inc.
680 Fifth Avenue
New York, New York 10019
Cost: $5.00

PUBLICATION DATE: c. 1978

MEDIUM: Print (report) 115 pp.

SUBJECT AREAS: Programs/centers; Employment/retirement; Volunteers; Elementary and secondary education

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: In 1976, the Academy for Educational Development sent questionaires to 11,500 schools, colleges and other nonprofit organizations with strong educational missions to find out the extent to which they were using the services of people aged 65 and over in educating roles. This publication reports the results of the survey.

APPLICATION

INTENDED USERS: (Students; Trainers; University and community college educators; Administrators; Practitioners; Older adults; Elementary and secondary teachers). The developers state that this resource is intended for policy makers, educational and program administrators, older adults and public school teachers themselves. The analysts specify that this resource would also be helpful to gerontology students, practitioners and trainers working with older adults. The instructors using this resource will benefit from previous knowledge of instructional designs for adult learning, and skills in lecturing and facilitating group discussion. Students using this resource need a college level reading ability with some interest in educational gerontology.

CONTEXTS: (Formally organized courses; Workshops; Individualized settings).
The analysts infer that this book is intended to be used in individualized self-paced settings. The analysts specify that this text is also useful as a resource for formally organized courses, workshops, or administrative meetings. A variety of time frames would be valid depending on learners' needs.

INTENT

PURPOSE: The purpose of this resource is to bring the teaching activities of older Americans out of their obscurity, and to suggest ways in which these human resources may serve the learning needs of individuals and society at large.

GOALS & OBJECTIVES: The specific objectives of this resource are:

- To demonstrate how bettering the lot of older persons can strengthen and enrich American education at the same time;
- To demonstrate how the American people are benefitting and can continue to benefit from regular exchange among the generations;
- To describe a wide spectrum of programs successfully using older people in educating roles;
- To describe general guidelines for the development of programs that can tap the resources of older persons.

SCOPE

CONTENT SUMMARY: This resource presents data on the need for utilizing the skills and services of older Americans in various educational roles. The text describes a wide spectrum of current educational programs that are successfully employing older adults and concludes with suggestions and guidelines for additional program roles for older educators.

CONTENTS: Introduction (4 pages)
Chapter One: Who are these "Older People?" (12 pages)
Chapter Two: The nation's need for help in the learning process (4 pages)
Chapter Three: The record to date: A national view

(20 pages)

Chapter Four: A record of accomplishment: Some cases in point (24 pages)

Chapter Five: Guidelines for program development (12 pages)

Chapter Six: Future directions for older educators (8 pages)

Chapter Seven: Conclusions and recommendations (6 pages)

Appendices:
- Appendix A: Survey sample and response (2 pages)
- Appendix B: Statistical tables from the 1976 AED survey (6 pages)
- Appendix C: A sampling of outstanding educational services provided by older persons: Responses to the survey (6 pages)
- Appendix D: A selected list of local programs and projects in which older persons are educating others (12 pages)

CONTENT ANALYSIS: The content is communicated in a logical progression from a stated need, documented by case studies, through specific program guidelines and roles. The developers state their bias in favor of older educators and provide a broad scope of sample programs employing these older adults. The depth of the content is clear and understandable to the lay reader, though the rationale for program development may need more clarification. Some users may find the sporadic programmatic efforts presented too rambling and not easily applicable to their individual communities. Some users may also be concerned about the threat of greater job shortages to teachers' unions if older teachers are employed to the extent that the developers suggest. The content is rich in anecdotal material, but needs additional directions for program coordinators to use in beginning to employ older teachers. The report may be more useful if it included anticipated program obstacles and possible solutions to those obstacles, although the addresses of existing programs are provided for more specific program information.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized instruction). The contents are presented by means of textual information and case studies. Included in the text are stated objectives, reviews and summaries, survey reports, recommended follow-up activities and lists of current programs. The analysts specify that this material be used as a resource for lectures, seminars, discussion groups, or individualized instruction. The seminars or discussion groups using this resource might further enhance their learning with supplementary guest speakers and films illustrating educational programs which are successfully utilizing older Americans.

CRITIQUE

ANALYSTS' COMMENTS: The developers present an enthusiastic report on the teaching role of older Americans in elementary, secondary and adult education. Including demographic data makes a strong case for the increased importance of life long learning, and the opportunity this development provides for older educators. Descriptive realistic program examples to encourage new programs or to supplement educators' lectures or research papers are provided. One analyst notes that the statistical information might be more effectively presented in narrative form to keep from fragmenting the textual meterial. Another analyst finds the most substantive material in the conclusions and recommendations. This resource is excellent for educators who are expanding existing programs, or for practitioners who hope to develop more meaningful community roles for the elderly. ▫

NEVER TOO OLD TO LEARN

IDENTIFYING INFORMATION

AUTHOR: Academy for Educational Development

AVAILABILITY & COST: Academy for Educational Development
680 Fifth Avenue
New York, New York 10019
Cost: $5.00

PUBLICATION DATE: c. 1974

MEDIUM: Print (report) 109 pp.

SUBJECT AREAS: Higher education; Educational gerontology; Administration

PROGRAM FUNDING: This study was financially supported by the Edna McConnell Clark Foundation.

PROGRAM DEVELOPMENT: This is a report of a study of the educational programs available for older adults at 300 colleges, universities and community colleges.

SUPPLEMENT: For more current information on programs, *How to Plan a College Program for Older People* by John Scanlon, also published by AED, is available.

APPLICATION

INTENDED USERS: (Administrators; Educators, Older adults; Practitioners; Graduate students).
The developers specify that this report is intended to be used by college administrators and faculty members. The analysts recommend that this resource may be used by practitioners, older adults, institutions and organizations preparing programs for older adults, and self-directed graduate students.

CONTEXTS: (In-service trainings; Workshops; Individualized settings).
The analysts believe that this resource is appropriate for use as a reference for in-service trainings, workshops, and for individualized self-paced study.

INTENT

PURPOSE: The developers state that the purpose of this report is to examine and describe the educational offerings for older people at American universities, colleges, and community colleges, with special attention to programs that help older people remain active and involved in their communities. Also, guidelines are included to help college administrators and faculty members establish new programs or expand existing ones.

GOALS & OBJECTIVES: The objectives of this report identified by analysts are:

- To establish an awareness of the need to provide educational services to older adults;
- To provide guidelines for program development and suggestions for imaginative new programs.

SCOPE

CONTENT SUMMARY: This report contains four chapters dealing with the needs, program characteristics, and guidelines for developing new educational programs for older adults. This book reports the findings of a study of 333 post-secondary institutions programs for older adults. There is an annotated bibliography which lists 117 key books and articles in educational gerontology, as well as appendices and charts describing participating institutions.

CONTENTS:
List of charts (1 page)
Advisory committee, academy staff and consultants (1 page)
Acknowledgements (1 page)
Summary (4 pages)
Introduction (2 pages)
Chapter One: Problems and possibilities (14 pages)
Chapter Two: Characteristics of programs for older people (20 pages)
Chapter Three: Guidelines for developing new educational programs (30 pages)
Chapter Four: Benefits and recommendations (10 pages)
Appendices: A. Checklist for success (2 pages)

B. Board of Directors, Academy for Educational Development (2 pages)
C. Institutions answering the AED survey questionnaire (6 pages)
D. Institutions visited by the AED staff (2 pages)
E. Annotated bibliography (22 pages)

CONTENT ANALYSIS: The analysts agree that this report is clear, well organized, and unbiased in the presentation of the survey results. The case studies effectively highlight the possible range of programming for educational institutions. Published in 1974, this report reflects the state of educational programming for older adults at that time and requires periodic updating to account for the recent proliferation of programs for aging.

METHODOLOGY: (Seminars; Individualized instruction). The contents are presented via textual information, case studies, and survey findings. Included in this report are summaries of older adult educational programs, an annotated bibliography on educational gerontology, graphs, tables, and appendices describing survey participants. The bibliography provides the user with additional resources for follow-up study. The analysts believe that this material is suitable as a resource for seminars or for individualized learning.

MEANS OF EVALUATION: Means of evaluation include a checklist for success for self-evaluation of educational programming for older Americans.

CRITIQUE

ANALYSTS' COMMENTS: The analysts agree that this resource provides a comprehensive analysis of the educational needs of older people and efforts being made to meet these needs. Any college or university administrator working on program development for older adults within the educational setting will find this guide useful for giving insight into how, when, and where to conduct programs. Although it needs periodic updating, this report describes how institutions even with limited resources can undertake projects in this area. ▫

ENVIRONMENTS, CREATIVITY, AND AGING: Proceedings of the Fourth Annual Georgia Conference on Aging

IDENTIFYING INFORMATION

AUTHORS: James E. Montgomery
Albert J. Vesely
Bradley C. Courtenay

AVAILABILITY & COST: University of Georgia Center for Continuing Education
Athens, Georgia 30602
Cost: not specified

PUBLICATION DATE: 1977

MEDIUM: Print (conference report) 105 pp.

SUBJECT AREAS: Biological and physiological aspects of aging; Psychological and social aspects of aging; Cross-cultural aging; Housing; Programs/Centers; Transportation; Leisure

PROGRAM FUNDING: This monograph was funded by the Administration on Aging, Title I of the Higher Education Act, Community Services, Continuing Education and other University resources.

PROGRAM DEVELOPMENT: These papers were presented at the Fourth Annual Georgia Conference on Aging held at the University of Georgia Center for Continuing Education, Athens, Georgia, May 9-10, 1977.

APPLICATION

INTENDED USERS: (Students; Trainers; Educators; Administrators; Practitioners; Researchers; Older adults). The analysts state that this material is appropriate for students, trainers, university and community college educators, administrators, practitioners, interested researchers, and older adults. Some knowledge of psychology or sociology; a familiarity with research in architecture for the aged; and some creative-work experience with older adults may be helpful in utilizing this resource.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops).
The analysts specify that this material is suitable as a resource for in-service trainings, formally organized courses and workshops. This material is suitable for introductory, theoretical portions of a course on Recreation and the Older Adult running two class sessions of approximately three hours each.

INTENT

PURPOSE: The purpose of this manual is to report the findings given by researchers and program practitioners at the Fourth Annual Georgia Conference on Aging.

GOALS & OBJECTIVES: The overall goal of this resource is to provide pertinent information so that the quality of life can be elevated for older persons and society can benefit from realizing the potential of later adulthood. The specific objectives stated by the developers are:

- To expand interest in the desires and needs of the elderly;
- To upgrade skills in dealing effectively with older people.

SCOPE

CONTENT SUMMARY: This illustrated volume presents the proceedings of the Fourth Annual Georgia Conference on Aging. The sections consist of nine presenters, a panel discussion, and reports of four workshops held during the conference. Topics included are physical and social environments of the elderly, the impact of retirement, creativity in the later years and the Arts and the elderly. In addition, some applied skills training is reported. Each chapter provides a list of references for further reading.

CONTENTS:
Chapter One: Interrelationship of environments and creativity
B.P. Payne (5 pages)
Chapter Two: Perceptions of the environment by older people
M.P. Lawton (13 pages)
Chapter Three: Social environment of the elderly: Cross cultural comparisons

E. Palmore (15 pages)
Chapter Four: The physical environment of the elderly: "Hard architecture"
J.E. Montgomery (10 pages)
Chapter Five: Retirement: Myth, stereotype and reality
G.F. Streib (18 pages)
Chapter Six: Creative activity and the elderly: Establishing a creative environment
J. Sunderland (5 pages)
Chapter Seven: The origins of creativity
A.G. Collier (3 pages)
Chapter Eight: Creativity and the older adult
E.P. Torrance (10 pages);
Chapter Nine: Expressiveness among the elderly
J. Balswick (4 pages)
Chapter Ten: Beyond basic needs
C. Rosen, E. deKooning; J. Granrose and A. Staub (13 pages)
Chapter Eleven: Putting creativity into practice
R.M. Graham, A.J. Vesley, M.M. Foecklen and M. Peifer (8 pages)

CONTENT ANALYSIS: The analysts believe that this resource presents scholarly reviews that are informative. However, there is a lack of continuity or development of a theme in the book. The papers are appropriate as an introduction to creativity and older adults. With further development of the applied skills presentations and more explicit instructional directions, this report may be utilized as a resource for trainings. The contributions discuss creativity from a humanistic perspective. The sets of bibliographies are a useable contribution.

METHODOLOGY: (Seminars; Discussion groups; Individualized instruction).
The contents are presented by means of textual information and case studies. Included in the text are stated goals and objectives, summaries, bibliographies, recommended follow-up activities, and illustrations. The analysts specify that this material is suitable as a resource for seminars, discussion groups, and individualized instruction.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource serves as an excellent publication to sensitize the user to the creative abilities of the elderly. The goal of providing research information on creativity, environments, and aging is met by the majority of the reported papers. The new data and interpretations on the elderly's creativity is interesting and informative. This is a useful introductory resource on creativity and the older adult with a humanistic approach. ▫

SOCIAL POLICY, SOCIAL ETHICS AND THE AGING SOCIETY

IDENTIFYING INFORMATION

AUTHORS: Bernice L. Neugarten
Robert J. Havighurst

AVAILABILITY & COST: Superintendent of Public Documents
Document Number 038-000-00299-6
U.S. Government Printing Office
Washington, D.C. 20402
Cost: $1.95

PUBLICATION DATE: 1977

MEDIUM: Print (report) 121 pp.

SUBJECT AREAS: Social policy; Social ethics; Legal topics/ Advocacy

PROGRAM FUNDING: This report was supported by the National Science Foundation under Grant Number G1-39091.

PROGRAM DEVELOPMENT: This material is based upon research prepared by a group of social and biological scientists, policymakers and social ethicists attending a conference entitled "Social Policy, Social Ethics, and the Aging Society" at the University of Chicago in 1976.

APPLICATION

INTENDED USERS: (Students; Trainers; Educators; Administrators; Practitioners; Older adults; Policymakers; Planners; Gerontologists; Geriatric staffs; Legal staffs). Potential audiences are not specified by the developers. The analysts state that this report is appropriate for use by undergraduate or graduate students, trainers, university and community college educators, administrators, practitioners, older adults, policymakers, and social planners. This material would benefit gerontology programs; those involved in the geriatric aspect of medical, legal or other professional disciplines; and those who have a concern and interest in social policy issues, as well as a need to see how the discussion and resolution of those issues effect society.

CONTEXTS: (Formally organized courses; Workshops; Individualized settings).
The analysts specify that this report may be used as a resource in formally organized courses, workshops or for individual learning. Two of the analysts feel that a self-paced learning situation is suitable; another analyst recommends six two hour sessions.

INTENT

PURPOSE: The developers state that the purpose of this resource is to initiate serious inquiry into the ethical perspectives in dealing with the problems of an aging society and in policy-making for those aged persons. This volume may be used as a first step in making explicit the relations between social ethics and social policy regarding older persons.

GOALS & OBJECTIVES: The specific objectives of this material are:

- To initiate questions in the area of ethical perspectives in dealing with the elderly in society;
- To help policymakers attain constructive and practical solutions which may be utilized in dealing with the elderly in society.

SCOPE

CONTENT SUMMARY: The developers state that this material focuses on the economic welfare and health services for the elderly. Nine papers are presented relating to these topics. In addition, the developers specify that there are two introductory papers; one sketching in some of the characteristics of the aged population and the changes likely to occur in the next two decades, and one summarizing the present range of Federal programs that affect the lives of elderly persons in America. Each section concludes with a discussion chapter.

CONTENTS: Section One: Background papers

- Aging and the future
  B.L. Neugarten and R.J. Havighurst (6 pages)
- United States policy on old age: Present patterns and predictions

E. Gold, E. Kutza, and T.R. Marmor (14 pages)
- Discussion (10 pages)

Section Two: Income and economic welfare
- Income security after retirement
  R.M. Ball (12 pages)
- Federal economic policy toward the elderly
  G.S. Tolley and R.V. Burkhauser (10 pages)
- The ethics of providing for the economic wellbeing of the aged
  B.J. Diggs (12 pages)
- The ethical basis of the economic claims of the elderly
  J.N. Morgan (12 pages)
- Discussion (12 pages)

Section Three: Health services
- Health services for the elderly
  J.C. Corman (8 pages)
- Reflections on the sick aged and the helping systems
  O.W. Anderson (8 pages)
- Principles for an ethics of health services
  A.R. Jonsen (8 pages)
- Discussion (8 pages)

Section Four: Closing sessions (8 pages)

CONTENT ANALYSIS: The analysts agree that this material is logically and effectively communicated. A range of views is presented. The discussion sections provide an area for revealing biases and putting forth alternatives of the issues discussed. This material makes some excellent and substantial commentaries and is a very good discussion catalyst. Although portions of the material are outdated due to legislative changes, the contents are not seriously affected. Even though some speculation is needed in sections of the economic considerations, this material is an important beginning reference point in the field of aging.

METHODOLOGY: (Lectures; Discussion groups; Individualized instruction).
The contents are presented by textual information, case studies, and inquiry method. Included are stated goals and objectives, summaries, bibliographies, and visual aids to enhance the contents. The analysts specify that this material be used in lectures, seminars, discussion groups or in an individualized manner. One analyst recommends that discussions and guest lectures by experts, whose fields are related to those topics covered in the text, be presented to enhance the learning and stimulate further discussion.

CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this report is an important and useful contribution to the field of aging. This book presents many of the economic, political, and ethical issues that policymakers have to make as they plan for America's aging society, as well as putting forth some social policy and ethical issues which have been ignored in the past. The emphasis on health services and economic support for the aging makes this resource valuable and, although more questions than answers are raised, the questions themselves are relevant. This material can provide the user with a beginning understanding of the relationship between social policy and ethics while serving as a stimulus for further development in this area. ▫

CLOSING THE GAPS: Strategies for Technical Assistance *

IDENTIFYING INFORMATION

AUTHORS: Terrie T. Wetle
Douglas C. Montgomery

AVAILABILITY & COST: The Institute on Aging
Portland State University
P.O. Box 751
Portland, Oregon 97207
Cost: $5.00

PUBLICATION DATE: 1976

MEDIUM: Print (report) 117 pp.

SUBJECT AREAS: Social services; Technical assistance

PROGRAM FUNDING: This report was supported in part by a grant from the Administration on Aging (Grant No. 90-A-749/01).

PROGRAM DEVELOPMENT: This resource was prepared in responce to a request by the Administration on Aging for research and analysis on the subject of technical assistance in the creation of sound, comprehensive community service systems to improve the quality of life for older Americans.

SUPPLEMENTS: An earlier report entitled *Analysis of Conflict in Coordination of Aging Services* by J. O'Brien and T. Wetle, also available from Portland State University, provided a valuable base for this report.

APPLICATION

INTENDED USERS: (State Area Agencies on Aging; Trainers; Administrators; Practitioners; Educators; Students; Directors). The developers specify that this manual is intended for the personnel of State Agencies on Aging. The analysts state that this resource is appropriate for trainers, administrators, practitioners, university and community college educators, as well as students who are involved in technical assistance. A familiarity with aging problems; the roles in the aging network; skills in role playing; improvisations; experience in community relations; as well as tasks and functions of Agencies on Aging may be helpful for utilizing this resource.

CONTEXTS: (In-service trainings; Formally organized courses; Workshops; Reference).
The analysts specify that this guide is appropriate as a resource for in-service trainings, formally organized courses, and workshops. It is suitable for use prior to and during the establishment of an Area Agency on Aging and as a reference when situations arise which relate to technical assistance. A workshop lasting for a day and a half is sufficient for those who are involved with AAA. The material is also usable for 20-30 hour courses.

INTENT

PURPOSE: The developers state that the purpose of this report is to help equip personnel of State Agencies on Aging to engage in technical assistance so that the Area Agencies can better overcome operating problems manifested by service providers.

GOALS & OBJECTIVES: The developers specify that the goal of this manual is to guide State Agency personnel in understanding problem assessment which must necessarily preceed the formulation and delivery of technical assistance. The specific objectives of this resource are:

- To teach skills for better interagency interactions;
- To teach skills needed for operating a successful AAA;
- To teach the agencies how to cope with everyday situations through technical assistance.

SCOPE

CONTENT SUMMARY: This report evaluates the properties, procedures, and resources underlying the process of technical assistance; describes six delivery modes; reviews major problem areas uncovered in three categories; and describes the methodology of the study. The text, which includes many charts, is divided into two sections: strategies of the State Agency on Aging and problems of service providers.

*Available from SCAN, Rockville, MD (See page vi).

CONTENTS:

Part One: Strategies of the State Agency on Aging

A. The role of State Agency on Aging in the national network on aging
   1. Building comprehensive services (4 pages)

B. Technical assistance
   1. Why provide technical assistance? (2 pages)
   2. A technical assistance framework (1 page)
      a. Modes (10 pages)
      b. Resources (5 pages)
      c. Methods of delivery (3 pages)

Part Two: Problems of service providers

A. Introduction (7 pages)

B. Inter-organizational issues (1 page)
   1. Confusion about roles and activities (8 pages)
   2. Disagreement over consequences of action (8 pages)
   3. Interactions among service providers (10 pages)
   4. Techniques for promoting comprehensive services (10 pages)

C. Intra-organizational issues
   1. Budget and funding (8 pages)
   2. Staff management (7 pages)
   3. Planning and evaluation (8 pages)

D. Target group issues
   1. Gerontological misunderstanding and confusion (14 pages)

E. Overview of study process
   1. Profile of AAA communities (1 page)
   2. Profile of organizations (3 pages)
   3. Study procedures (6 pages)

CONTENT ANALYSIS: The analysts believe that this material is logically and effectively communicated. The contents are clear, objective, and easy to understand. There are charts which present statistical data to support the textual information. There is sufficient research to enable the user to effectively identify the practical scope of the problems which are generally encountered. The material provides detailed explanations of each method and its proper application; defines each strategy; relates methods and strategies to specific resources; gives specific methods of delivery; while providing the necessary information guidance in establishing and maintaining the relationship between the State and Area Agencies on Aging. The information is as up-to-date as the current AAA guidelines and may serve as a thesis or state-of-the-art paper on AAA's and their problems.

METHODOLOGY: (Seminars; Discussion groups; Experiential instruction; Individualized instruction).

The contents are presented via textual information, case studies, and the inquiry method. Included are stated goals and objectives, reviews, bibliographies, footnotes, references, recommended follow-up activities, and visual aides. The analysts advise using this book in seminars, discussion groups, experiential or individualized instruction. One analyst suggests its use with improvisations and structured role plays as students develop cases from experience to test the use and understanding of this material. An additional text on the problems of Area Agencies on Aging used in conjunction with this report would be beneficial to the user.

CRITIQUE

ANALYSTS' COMMENTS: Analysts state that this report is excellent and usable. The table of contents is clear and comprehensive; the method of collecting the data is sound; and the charts are clear. This material will need updating periodically. All staff members of Agencies on Aging would benefit if required to use this report, which meets a definite need in delineating the subject of technical assistance. □

TRANSPORTATION FOR THE ELDERLY: The State of the Art*

IDENTIFYING INFORMATION

AUTHOR: Department of Health, Education and Welfare

AVAILABILITY & COST: Administration on Aging
Office of Human Development Services
US-DHEW
Washington, D.C. 20201
DHEW Publication No. (OHD) 75-20081
Cost: not specified

PUBLICATION DATE: 1975

MEDIUM: Print (report) 162 pp.

SUBJECT AREAS: Transportation; Handicapped elderly

PROGRAM FUNDING: This report was funded under a grant from the Administration on Aging.

PROGRAM DEVELOPMENT: This report is based on the findings from a study of transportation for the elderly in response to requirements under Title IV, Section 412(a) of the Older Americans Act of 1965, as amended. The study reported in this document was conducted by the Institute of Public Administration.

APPLICATION

INTENDED USERS: (Administrators; Trainers; Practitioners; Older adults; Students; Educators; Planners; Citizens' groups; Public officials). The developers do not specify any intended users. The analysts state that the material is suitable for administrators, trainers, practitioners, older adults, students, university and community college educators, community planners, citizens' groups, public officials, and anyone interested in transportation for the elderly. A knowledge of public administration, transportation concepts and systems, and personal mobility would be helpful when using this resource.

CONTEXTS: (Formally organized courses; Individualized settings; Planning groups). The analysts specify that this guide may be used in formally organized courses, in individualized settings for self-paced study, or in planning groups in the community which provide services for the elderly. It is suitable for presentation in ten class hours or as background readings for a lecture on transportation for the elderly.

INTENT

PURPOSE: The developers state that this resource is intended to transmit the findings from a study of the State of the Art of Transportation for the Elderly.

GOALS & OBJECTIVES: The specific objectives of this report are:

- To inform the user of the transportation needs of the elderly;
- To inform the user of the funding requirements of transportation services for the elderly;
- To inform the user how to provide the elderly with transportation.

SCOPE

CONTENT SUMMARY: This report examines all aspects of transportation for the elderly with particular emphasis on the specific transportation needs of the elderly, and the manner in which various sources, particularly Federal sources, facilitate and hinder these needs. The text provides an excellent overview of current systems and relevant physical and social barriers, inhibiting public transportation, special transportation systems, and personal transportation for the elderly. It also offers some possible solutions to these issues with recommendations to implement improved services for older persons.

CONTENTS:
Chapter One: Overview
- Purpose (1 page)
- Background (1 page)
- Methodology (2 pages)
- Statement of the problem (9 pages)

Chapter Two: State of the art
A. Public transportation
1. Current transit programs —

*Available from SCAN, Rockville, MD (See page vi).

reduced fares (13 pages)
2. Taxis (17 pages)

B. Special transportation systems
1. Present delivery systems — representative case studies (22 pages)
2. School buses (23 pages)
3. Department of Defense vehicles (1 page)

C. Personal transportation
1. Automobile (12 pages)
2. Pedestrianism (4 pages)

Chapter Three: Problems and constraints
A. Public transportation (7 pages)
B. Problems and constraints which affect special systems that serve the elderly (43 pages)
C. Personal transportation (10 pages)

Chapter Four: Conclusions (1 page)

CONTENT ANALYSIS: The analysts believe that the contents are clearly, logically, and objectively presented. This wide range report covers a broad view of transportation. Although there is some transportation terminology used in the text, and the material will need to be updated periodically, it presents both new views of transportation for the elderly and difficulties with different programs. The tables and charts depicting funding sources, transportation project characteristics and transportation usage by age groups are extremely useful.

METHODOLOGY: (Lectures; Seminars; Discussion groups; Individualized learning; Experiential learning). The contents are presented via textual information and case studies. Included in the text are stated goals and objectives, conclusions, practice questions, graphs, and tables. The analysts specify that this material is suitable as a resource for lectures, seminars, discussion groups, individualized or experiential learnong. The users of this text will find the study of additional texts, which address other areas of transportation for the elderly, beneficial.

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CRITIQUE

ANALYSTS' COMMENTS: The analysts believe that this resource provides necessary and useful information on the transportation needs of the elderly. It brings together in one volume one of the best compendia of trends in transportation for older adults. This is a definitive and useful study for those interested in maintaining independence for the aged. ▫

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KWIC/ASTRA Training and Educational Resources in Aging

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Produced twice yearly: updated informational listings of training and educational resources in aging.

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LIBRARY NEWSLETTERS
Produced several times yearly: a bibliographic listing of articles/books, etc., related to aging, with frequent special features.

FILM FORUMS
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- Topic
- Objectives
- Audience
- Setting of the learning experience
- Dates
  - Date when KWIC/ASTRA response is needed
  - Starting date of learning experience
  - Closing date of learning experience

You may also phone and relate this same information above for a faster response.

Our response to you will be a written suggested list of references and other relevant information known to KWIC/ASTRA on your specific topic. If an ASTRA review has been done on any material suggested on your listing, it will also be mailed to you.

We ask that you inform us of any new materials you develop or may know of. This exchange will help keep the KWIC/ASTRA system relevant and current.

For requests and/or information about subscription rates, individual publication costs, reviewer selection/application process, etc., please write or call:

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